

REPORT
ON THE
MAYO COLLEGE,
AJMER,
RAJPUTANA
For 1921-22.

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REPORT
ON THE
MAYO COLLEGE,
(AC)
MEERUT,
RAJPUTANA
For 1921-22.

No. 189-C. of 1923.

FROM

MAJOR G. D. OGILVIE, I.A.,

Secretary to the Hon'ble the Agent to

the Governor-General in Rajputana.

TO

THE PRINCIPAL,

MAYO COLLEGE, AJMER.

Dated Camp Ajmer the 12th January 1923.

SIR,

I am directed to acknowledge the receipt of your letter No. 2636/11, dated the 23rd December 1922, forwarding the Annual Report of the working of the Mayo College for the year ending the 30th April 1922.

2. The Hon'ble the Agent to the Governor-General has read the Report with interest and regrets that during the year 1921-22, there was a considerable falling off in the number of boys attending the College while the examination results were less satisfactory than usual. Mr. Holland is fully aware, however, of the great difficulties with which the Principal and the staff had to contend and he has every hope that the results for the year 1922-23, will show a marked improvement.

I have the honour to be,

Sir,

Your most obedient servant,

G. D. OGILVIE,

Secretary to the Hon'ble the Agent to

the Governor-General in Rajputana.

No. 2436 of 1922.

FROM

F. A. LESLIE-JONES, ESQR., M.A., C.B.E.,
PRINCIPAL MAYO COLLEGE,
AJMER.

TO

THE SECRETARY TO THE HONOURABLE
THE AGENT TO THE GOVERNOR-GENERAL,
RAJPUTANA,
MOUNT-ABU.

Dated Mayo College, Ajmer, the 23rd December 1922.

SIR,

I have the honour to submit for the information of the Hon'ble the Agent to the Governor-General and Chief Commissioner the Annual Report of the working of the Mayo College for the year ending 30th April 1922.

2. Annexure A contains a list of the Members of the General Council and the Managing Committee of the College.

GENERAL COUNCIL
AND MANAGING
COMMITTEE.

The proceedings of the General Council and the Managing Committee are dealt with in a later paragraph.

3. The following changes in the staff took place:—

Mr. S. F. Madden, O.B.E., Vice-Principal was granted privilege leave for 1 month and 11 days combined with furlough on full average salary for 4 months and 20 days and ordinary furlough for 3 months in continuation of College vacation (May and June 1921) with effect from 1st July 1921.

THE STAFF.

Lieut-Colonel C. C. H. Twiss D.S.O., 1st English Assistant Master was on deputation to the Kishengarh State from 3rd July to 13th November 1921 and Pandit Hira Lal Joshi and Pandit Ishwar Narain Kichlu were appointed as Temporary Indian Masters, to do his teaching duties during the period of his deputation.

I deeply regret to have to report the death of Captain J. M. Ashcroft, English Assistant Master on the reserve list, on the 20th of December 1921. The late Captain Ashcroft, during the War served in India and France. In France he contracted the illness from which he eventually died, ten months after his return to his work at the Mayo College.

The services of Pandit Chandra Dhar Guleri Indian Assistant Master were lent to the Hindu University Benares for 2½ years with effect from 11th February 1922.

Rai Sahib Lala Sangam Lal Indian Assistant Master for Post Diploma Classes retired on pension from 24th April 1922. Rai Sahib Lala Sangam Lal's service at the Mayo College, which covered a period of 27 years was long and meritorious.

Pandit W. S. Pandit Superintendent of Games and Indian Superintendent Jhalawar House died on 12th June 1921.

Babu M. Ghose was appointed Superintendent of Games and Indian Superintendent of the Jhalawar House on the 16th August 1921.

Pandit Shyam Sunder Sharma acted as Temporary Indian Superintendent of Jhalawar House from 9th July to 15th August 1921.

The services of Pandit Mahesh Chandra Assistant Motamid Colvin House were dispensed with from 4th August 1921 and Pandit Shyam Sunder Sharma was appointed in his place from 18th August 1921.

THE COLLEGE ROLL.
Total number.

4. The number of boys on the College roll at the end of last year was 108. During the year 32 boys left and 23 joined the College leaving the total at the end of the year 99.

Withdrawals

Annexure C gives the names of the 32 boys who were withdrawn during the year, their ages, States and the periods of their stay at the College. Fifteen of these belong to Rajputana, six to Central India and eleven to other States.

Amongst the Post Diploma boys, Kanwar Jagat Shamsheer Jang of Nepal and Thakur Sultan Singh of Palwa Alwar left after passing the Higher Diploma Examination, and Nawab Mir Fazle Ali Khan of Banganapalli left to learn administration work of his State.

Ten boys left after passing the Diploma Examination.

Of these Thakur Amar Singh of Mori, Marwar, Thakur Manmahipal Singh of Namli, Rutlam, Central India, Raja Kishore Chandra Maradraj Hari Chandan of Nilgiri Orissa and Kanwar Pratap Singh of Banera, Mewar left to learn administration work of their respective states and estates, and Rajkumar Ajat Shatru Singh and Kanwar Ripusudan Singh of Sailana, Central India left to join other Institutions for higher education.

Kanwar Ramsahai Singh of Bharatpur died at home of tuberculosis.

The others were withdrawn on account of age or for domestic reasons.

The number of boys at the College reached the last point the College has touched for many years. There are now however I am glad to say distinct signs of brighter things, applications for admission are frequent and the numbers are beginning to rise steadily. If this improvement is maintained, I hope before long to see the College return to its normal complement of about 140 boys.

Annexure D gives the names of the 23 boys who were admitted during the year with the names of their parents, dates of joining and States from which they come.

Of the 23 new boys 11 came from Rajputana, one from Central India and 11 from other States.

Of the 11 Rajputana boys 5 came from Kotah, 2 each from Mewar and Bikaner and one each from Marwar and Alwar.

Of the 11 boys who came from the other States 3 each came from Rewakantha and the United Provinces, 2 from the Punjab and one each from Mahikantha, Orissa and Muscat.

As regards age and attainments the new admissions were generally satisfactory, but it is to be remembered in judging the Mayo College in comparison with an English Public School that Indian boys, of the class from which the Mayo College draws its recruits, normally begin their education about five years later than the ordinary English boy: this constitutes an enormous handicap, one which the Indian boy can hardly hope to make up. It will be seen (*vide* para 5 below) that the average age of the lowest class is nearly eleven and in this class most of the boys are beginning their education.

The Bundi, Dholpur, Jaisalmer, Sirohi, Tonk and Jhalawar States were unrepresented at the end of the year,

The distribution of the College roll at the end of the year was as follows:—

(a) Rajputana States:—

Alwar	...	...	...	...	10
Kotah	...	...	...	...	10
Marwar	...	...	...	...	10
Mewar	...	...	...	...	8
Bharatpur	...	...	...	...	6

Ajmer	...	...	...	6	
Bikaner	...	...	...	4	
Banswara	...	...	...	2	
Dungarpur	...	...	...	2	
Jaipur	...	...	...	2	
Kishengarh	...	...	...	2	
Partabgarh	...	...	...	2	
Karauli	...	...	...	1	
Kushalgarh	...	...	...	1	
Shahpura	...	...	...	1	
Total				...	67
(b) Central India States:—					
Gwalior	...	...	...	2	
Indore	...	...	...	2	
Alipura	...	...	...	1	
Dhar	...	...	...	1	
Dewas, J. B.	...	...	...	1	
Kathiwarā	...	...	...	1	
Narsingarh	...	...	...	1	
Total				...	9
(c) Other States:—					
Mahikantha:—					
(1) Danta	...	...	...	4	
(2) Mansa	...	...	...	1	
(3) Polo	...	...	...	1	
Total				...	6
Rewakantha, Lunawada	...	...	...	3	
Madras, Banganapalli	...	...	...	2	
Behar, and Orissa:—					
Gangapur	...	...	...	1	
Dumraon	...	...	...	1	
Patna	...	...	...	1	
Total				...	3
United Provinces:—					
Bansi	...	...	...	1	
Oel	...	...	...	1	
Khimsepore	...	...	...	1	
Badaun	...	...	...	2	
Total				...	5
Punjab:—					
Kapurthala	...	...	...	1	
Amritsar	...	...	...	1	
Bilaspur	...	...	...	1	
Total				...	3
Muscat	...	...	...	1	
Grand Total				...	23
				...	99

A comparison with the figures of last year shows that the number of boys from Rajputana fell from 71 to 67 and the number from Central India fell from 14 to 9 and the number from other States remained the same.

**AVERAGE NUMBER,
AGES AND ATTEN-
DANCE.**

5. The following table gives for the last 20 years (a) the number on the College roll at the end of the year (b) the daily average number on the roll and (c) the daily average number present:—

Year.	No. on the roll at the end of the year.	Daily average number on the roll.	Daily average number present.
1902-1903	49	51.	43.65
1903-1904	88	68.96	64.06
1904-1905	96	87.50	82.61
1905-1906	123	108.51	102.43
1906-1907	143	135.32	128.88
1907-1908	165	148.88	138.21
1908-1909	171	169.74	157.20
1909-1910	184	179.27	166.53
1910-1911	200	197.65	181.25
1911-1912	202	198.71	181.25
1912-1913	189	189.06	170.61
1913-1914	177	177.19	161.05
1914-1915	156	155.47	145.78
1915-1916	148	147.53	137.64
1916-1917	143	139.21	127.54
1917-1918	120	121.63	107.40
1918-1919	112	107.77	94.54
1919-1920	110	105.55	95.94
1920-1921	108	103.90	95.94
1921-1922	99	93.84	89.44

The daily average number absent with leave is 3.64 as against 7.77.

Annexure E contains a table giving the number of boys arranged according to classes, their ages, length of residence and attendance and the maximum, minimum and average age in each class.

The average age of each class is given below:—

				Years.	Months.
Post-Diploma Class 3rd year	...	...	...	22	10
Post-Diploma Class 2nd year	...	...	...	20	11
Post-Diploma Class 1st year	...	...	...	21	2
Diploma Class	...	...	...	18	9
Class II	...	...	...	18	8
Class III	...	...	...	17	9
Class IV	...	...	...	16	3
Class V	...	...	...	15	3
Class VI	...	...	...	14	0
Class VII	...	...	...	14	1
Class VIII	...	...	...	10	10

HEALTH.

6 The health of the College was well maintained.

The daily average number of boys sick was .95 and the average percentage of sickness was 1.06.

There was one case of measles and one of Chicken Pox during the year.

7. A detailed statement of the Income and Expenditure of the College Fund for the year 1921-22 is given in Annexure F.

FINANCE
Income and Expenditure.

The following is a condensed statement:—

College Fund Balance Sheet

Opening balance on 31st March 1921 in the Ajmer Treasury ...	Rs.	2,654	13	5
Receipts during the year ...	Rs.	1,58,728	3	8
Total Receipts ...	Rs.	1,61,383	1	1
Expenditure during the year ...	Rs.	1,66,765	15	7
Closing balance on 31st March 1922 ...	Rs.	5,382	14	6

The foregoing statement includes among the receipts the annual subsidy from Government amounting to Rs. 55,018 but does not include the sum expended from Imperial Funds upon the upkeep of buildings and roads amounting to Rs. 7,803-10-10

Expenditure from Imperial Funds.

The total expenditure from Imperial Funds thus amounts to Rs. 62,821-10-10.

A detailed statement of the Income and Expenditure for the maintenance of the Post-Diploma Classes for the year 1921-22 is given in Annexure G.

Maintenance of the Post-Diploma Classes.

The following is a condensed statement:—

Opening balance on 31st March 1921:—

Invested in 5 % War Loan of 1921 ...	Rs.	15,000	0	0
Invested in 5½ % War Loan of 1921 ...	Rs.	43,000	0	0
Invested in 5½ % War Bonds of 1925 ...	Rs.	37,000	0	0
In the Alliance Bank of Simla Limited bearing interest at 4½% ..	Rs.	11,000	0	0
In the Alliance Bank of Simla Limited bearing interest at 5% ..	Rs.	4,000	0	0
In the Ajmer Treasury ...	Rs.	17,665	6	0
	Rs.	1,27,665	6	0
Receipts during the year ...	Rs.	46,441	14	7
Total Receipts ...	Rs.	1,74,107	4	7
Expenditure during the year ...	Rs.	18,998	15	8

Closing balance on 31st March 1922:—

Invested in 6% U. P. Bonds of 1941 ...	Rs.	45,900	0	0
Invested in 5% Government War Loan of 1945-55 ...	Rs.	15,000	0	0
Invested in 5½% Government War Loan of 1925 ...	Rs.	56,000	0	0
Fixed deposit in the Alliance Bank of Simla Limited bearing interest at 5% ...	Rs.	4,000	0	0
	Rs.	1,20,900	0	0
In the Ajmer Treasury ...	Rs.	34,208	4	11
	Rs.	1,55,108	4	11

The cost of the maintenance of the nine Boarding Houses (excluding contributory works) amounted to Rs. 26,012-1-4. The cost of the contributory works defrayed by the States amounted to Rs. 7,821-9-6.

Expenditure by the States.

The ordinary expenditure by the States thus comes to Rs. 33,833-10-10 as against Rs. 39,436-12-4 last year.

Fees from boys from States outside Rajputana and Central India.

The annual fees from boys from States outside Rajputana and Central India amounted to Rs. 24,350 as against Rs. 17,075 last year and are included in the receipts of the College Fund.

Book, Play and Medical Fund.

The receipts under the head Book, Play and Medical Fund derived from the fee of Rs. 75 per annum from each boy amounted to Rs. 7,800. The expenditure amounted to (a) Rs. 4,831-10-6 for books (b) Rs. 3,145-15-7 for play ground requisites and (c) Rs. 3,969-13-9 for medical establishment and stores making a total of Rs. 11,950-7-10 and leaving a deficit of Rs. 4,150-7-10 to be met from the College Fund.

Students' Account. Athletic Fund.

The receipts of the Athletic Fund from voluntary subscriptions and sale of College squadron buttons, squash racquet balls, hockey sticks, peacock badges and shoulder chains amounted to Rs. 590-3-0. A sum of Rs. 400-11-3 was spent in the purchase of hockey sticks, shoulder chains and peacock badges.

Temple Fund.

The Temple Fund which is maintained by voluntary subscriptions received Rs. 313-12-0 during the year. A sum of Rs. 558-11-11 was spent on the temple services.

Income and Expenditure of the College Fund for 1921-22.

The ordinary income for the year 1921-22 including Rs. 21,350 realized as fees from boys from States outside Rajputana and Central India amounted to Rs. 1,51,261 while the ordinary expenditure amounted to Rs. 1,61,114 showing a deficit of Rs. 13,183.

The extraordinary income for Installation of electric light and fans being the balance of grant for the Science Laboratory given by His Highness the Maharaja Scindia of Gwalior amounted to Rs. 7,167 0 0

Add

Opening balance on 1st April 1921 „ 2,655 0 0

Total extraordinary receipts ... Rs. 10,122 0 0

Less—

Extraordinary expenditure of repairing and cleaning pipe line Rs. 2,322 0 0

Deficit of ordinary income over ordinary expenditure „ 13,183 0 0
Rs. 15,505 0 0

Closing balance on 31st March 1922 —5,383 0 0

Revised Budget Estimates of the Mayo College Fund and Post-Diploma Fund for 1922-23.

The revised budget estimates of the Mayo College Fund and of the Post-Diploma Course Fund for 1922-23 are given in Annexure H. and I. respectively.

Mayo College Fund.

The ordinary income of the Mayo College Fund for 1922-23 including fees from all boys and contribution from the Post-Diploma Course Fund on account of share of teaching and other charges is estimated at Rs. 1,65,158 and the ordinary expenditure at Rs. 1,45,875 showing a surplus of Rs. 19,283.

Taking from this surplus the extraordinary expenditures on account of expenses of the Financial Expert appointed to examine and report on the financial position of the college amounting to Rs. 1,000 and the deficit opening balance on 1st April 1922 amounting to Rs. 5,383 the closing balance on 31st March 1923 is estimated at Rs. 12,900.

Post Diploma Course Fund.

The donations from Princes for the maintenance of the Post-Diploma Classes for the year 1922-23 including interest on unutilized amounts and fees from Post-Diploma boys are estimated at Rs. 45,190 against which an expenditure of Rs. 31,735 is proposed, leaving a surplus of Rs. 13,455.

Adding to this surplus the actual opening balance of Rs. 1,55,108 the closing balance on 31st March 1923 is estimated at Rs. 1,68,563.

8. The Challenge Cup for Horse-Mastership presented by His Highness the Maharaja of Panna, Central India was received during the year.

GIFTS.

The sum of Rs. 10,000 promised by His Highness the Maharaja of Mayurbhanj Orissa towards the fund which it is proposed to raise for the electric installation of the College buildings was received during the year.

9. The College is still without the comfort and convenience which electric power would give and the conditions under which boys and masters are compelled to work in the hot weather compare unfavourably with those obtaining at the sister colleges at Rajkot, Lahore and Raipur, all of which are now provided with electric power. It now however seems likely that the authorities of the B. B. & C. I. Railway will be able to supply the college with electric power at no very distant date; if this hope prove true the cost of installing the College will be greatly reduced, and it should not be difficult to raise the necessary funds.

REQUIREMENTS.

As has been pointed out in previous reports the College Temple, which is not wholly the property of the College is a discredit to the institution. I hope shortly to see it replaced by a suitable building. Funds for building a modest but decent place of worship are already available.

10. The course of studies was practically unchanged and is given in Annexure J. together with the class time table and a table showing the number of boys following different courses.

SCHOOL WORK.

The Diploma Examination was conducted in April 1922 under the orders of the Government of India by Dr. K. S. Caldwell, M. A., Ph. D. Officiating Principal, Patna College and Mr. J. R. Firth, M.A., Professor of History, Government College, Lahore.

Annual Examination.
Diploma Class.

The papers set for the Diploma Class are given in Annexure K. and the result for all the Chiefs' Colleges in Annexure L.

The written examination lasted from 3rd to 12th April 1922 while the oral and practical tests were taken by the examiners during their inspection of the College.

Eight candidates from the Mayo College appeared for the Diploma Examination 3 of whom were successful. The failure stands out in very marked contrast to the success of candidates in the previous year. The candidates were not naturally brilliant and I think that the results of the attenuation of our English Staff during most of the years of the War, are now beginning to show themselves and I fear will continue to do so for some years in the future.

Thakur Kesri Singh, who nearly succeeded in passing in the Second Division was the best of a poor lot. The marks obtained by the Mayo College candidates in Arithmetic were especially bad and it was failure in this subject which was mainly responsible for the bad percentage of passages. I trust that a reorganisation of the teaching of this subject may effect an improvement.

The total number of boys in the three Post-Diploma Classes was 6.

Post-Diploma Classes.

There was only one boy in the Post-Diploma 3rd year class who did not appear for the Higher Diploma Examination.

The examination of the 1st and 2nd Year Post-Diploma classes and classes II and III was conducted by means of written papers and that of the lower classes was mainly oral.

1st and 2nd year Post-Diploma Classes and Classes below the Diploma.

In all classes out of 99 boys on the roll 92 were present at the examination.

The following is a summary of the results of all the examinations:—

Class.					No. of boys in class.	Number examined.	Number passed in all subjects.	Number failed in one or more subjects.
Post-Diploma Class 3rd year					1	...	...	...
" " 2nd year					4	4	3	1
" " 1st year					1	1	...	1
Diploma Class ...					8	8	3	5
Class II ...					12	11	2	9
" III ...					9	8	1	7
" IV ...					6	4	2	2
" V ...					12	11	9	2
" VI ...					20	20	14	6
" VII ...					15	14	6	8
" VIII--A. ...					5	5	3	2
" VIII--B. ...					6	6	2	4
Total ...					99	92	45	47

Altogether 45 out of 92 boys examined passed in all subjects, the percentage of passes being 48·91 as against 49·02 last year.

inspection.

The inspection of the College was conducted by Dr. K. S. Caldwell, M.A., Ph. D., Officiating Principal, Patna College and Mr. J. R. Firth, M.A., Professor of History Government College, Lahore from 27th to 29th March 1922.

The report of the Inspectors is printed in Annexure M.

OUT-DOOR LIFE.
Cricket.

11. Cricket matches were played by 5 elevens as follows:—

Teams.					Matches.	Won.	Lost.	Drawn.
1st XI ...					4	3	1	...
"A" Team ...					16	5	8	3
2nd XI ...					12	6	2	4
3rd XI ...					5	...	5	...
4th XI ...					3	2	1	...
Total ...					40	16	17	7

Football matches were played by 5 elevens as follows:—

Football.

Teams.					Matches.	Won.	Lost.	Drawn.
"A" Team	...	...	...	...	14	6	5	3
2nd XI	...	...	...	...	9	2	4	3
3rd XI	...	...	...	...	10	2	4	4
4th XI	...	...	...	...	12	2	5	5
5th XI	...	...	...	...	4	1	3	...
Total					49	13	21	15

Hockey matches were played by 5 elevens as follows:—

Hockey.

Teams.		Matches.	Won.	Lost.	Drawn.	GOALS.	
						For.	Against.
1st XI	...	16	7	7	2	31	33
2nd XI	...	15	8	6	1	25	33
3rd XI	...	11	6	2	3	16	24
4th XI	...	7	4	2	1	4	12
5th XI	...	7	4	3	...	9	21
Total		56	29	20	7	85	123

The annual competition against the Aitchison College took place at Ajmer from the 6th to the 9th March 1922.

Patiala Shield Competition.

Cricket.—The Aitchison College won by 150 runs.

Tennis Singles and Doubles.—The Aitchison College won the Tennis by 4 points to 2.

Football.—The Aitchison College won by 4 goals to nil.

Tent pegging.—The Aitchison College won the Tent pegging 6-0.

Athletic Sports.—The Aitchison College won the Athletic Sports by four events to three.

The Aitchison College thus won the Patiala Shield by 32 points to 5.

There were the usual five Divisions for Athletic Sports. With the object of keeping competitors up to the mark, a standard was fixed for each event in each division, which standard had to be reached in order to qualify for a prize. Two new records were set up, both in the 1st Division. Kanwar Mul Singh of Narsingarh in the 100 Yards was timed with 10½ secs beating the previous best by ½ sec. Shrimant Dhariyashil Rao of Dhar put the weight 30 feet 4 inches, nearly 2 feet better than Chandra Singh's put in 1907.

Athletic Sports.

For the Cricket Cup the houses were divided into 3 groups both Seniors and Juniors. The Portman Cricket Cup was won by the group consisting of the Kotah, Udaipur, Alwar and Bharatpur houses, and the Junior Cricket Cup by the group consisting of the Kotah, Udaipur, Ajmer, Alwar and Bharatpur Houses.

Inter-House Tournaments.

A new system for the Seniors Football House Cup was introduced this year. Sides were limited to six, and matches played on the Small Udaipur ground with a reduced goal.

Seven houses took part in the competition and were divided into two groups, the houses in each group playing a league competition and the winner of each group meeting in the final. The Bikaner and Kotah houses were the winners of the group leagues, but owing to the unavoidable absence of three of the Bikaner Team it was impossible to play the final.

For the Junior Football Cup the houses were divided as in the Cricket competition and the group consisting of Kotah, Alwar and Bharatpur houses was victorious.

The Senior Tug-of-War Cup was won by the Ajmer house and the Junior Cup by the combined Kotah, Alwar and Bharatpur Houses.

The Colvin house won the Narsingarh Athletic Shield.

The Alwar house won the Victor Narayan Tennis Cup.

The Diploma and IV classes combined won the Senior Physical Training Cup and the VII class the Junior Cup.

The Panna Cup for Horse-mastership was awarded to Shrimant Dhariyashil Rao of Dhar.

Boarding Houses

12. The distribution of boys by houses at the end of the year was as follows:—

Ajmer House	...	...	...	...	11
Alwar House	...	...	...	...	14
Bharatpur House	...	...	...	...	7
Bikaner House	...	...	...	...	10
Jhalawar House	...	...	...	...	4
Jaipur House	...	...	...	...	9
Jodhpur House	...	...	...	...	9
Kotah House	...	...	...	...	11
Tonk House	...	...	...	...	1
Udaipur House	...	...	...	...	9
New Bharatpur House	...	...	...	...	2
Colvin House	...	...	...	...	4
Principal's House	...	...	...	...	3
First Assistant Master's House	...	...	...	...	2
Day boys	...	...	...	...	3
Total					99

Common Messing.

The system of common messing remained the same as last year.

House Gardens.

The prizes for the house gardens were adjudged by Mr. and Mrs. Cooke and Mrs. Murray who awarded Her Excellency Lady Willingdon's Cup for the best house garden to the Colvin House.

At the Ajmer Flower Show the College gardens secured 108 prizes.

Monitors.

The Monitors were 7 in number. Kanwar Shyam Narayan Dube of Indore was Head Monitor, a position he fills very capably, showing a considerable amount of initiative. As regards the establishment of the Monitorial system at the Mayo College, while I would

not describe the attempt as a failure, it has become apparent that many years must pass perhaps several generations of boys must succeed one another, before the senior boys of the Mayo College will be able to take a really vital part in the government of the School in the same way as the English Public School Monitor.

13. The annual Prize-giving took place on the 28th November 1921, when His Royal Highness the Prince of Wales paid the College the high honour of presiding and distributing Prizes. He was escorted from the Alwar gate to the Main building of the College, by the College Troop, where he was met by the Hon'ble the Agent to the Governor-General, Rajputana, the Principal and Gazetted Members of the Staff. The Prize-giving was attended by the following Ruling Princes and Chiefs:—

NOTE-WORTHY
EVENTS.
Prize-giving.

His Highness the Maharao Raja of Bundi.

- „ „ „ Maharawal of Banswara.
- „ „ „ Maharaj Rana of Dholpur.
- „ „ „ Maharawal of Jaisalmer.
- „ „ „ Maharawat of Partabgarh.
- „ „ „ Maharao of Sirohi.
- „ „ „ Maharaja of Bharatpur.
- „ „ „ Maharaja of Kishengarh.
- „ „ „ Mehtar of Chitral.
- „ „ „ Nawab of Tonk.

The Raja Dhiraja of Shahpura.

The Rao of Kushalgarh.

Some ninety old boys and a large number of visitors both English and Indian. The proceedings were brief and informal and after inspecting the College and the Kotah Boarding House, His Royal Highness proceeded to the Cricket ground where he was entertained at a garden party given by some of the Ruling Princes of Rajputana.

The Old Boys Gathering was held in connection with the prize-giving. Cricket, Tennis and Hockey matches were played between the Past and Present.

Old Boys Gathering.

No meeting of the General Council was held during the year.

Meeting of the General Council.

A meeting of the Managing Committee was held on the 5th August 1921, when the Honourable the Agent to the Governor-General, Rajputana and the Convener and 7 representatives of Members were present.

Meetings of the Managing Committee.

The Committee passed the budget estimates of the College Fund and the Post Diploma Fund for the year 1922-23.

Another meeting of the Managing Committee was held on the 29th November 1921, when the Convener and 6 representatives were present.

The Committee considered a letter from the Government of India regarding the financial position of the College and accepted the services of a financial expert to examine and report on the finances of the College and sanctioned a sum of Rs. 1,000/- for his services.

A third meeting of the Managing Committee was held on the 28th March 1922, when the Hon'ble the Agent to the Governor-General and the Convener and 7 representatives of members were present.

The Committee considered the report on the finances of the College submitted by Mr. V. S. Sundaram Financial Adviser to the Mayo College and passed the following resolutions: -

- (1) That the Post Diploma Fund should bear its proportionate share of the teaching and other charges.
- (2) That in framing budget estimates allowance should be made for savings effected by Members of the English Staff going on leave.
- (3) That a reduction in expenses might be effected under the head Garden and Conservancy and the Principal was asked to work out details with a view to effect a reduction of Rs. 1,500/-.
- (4) That a reduction might be effected under the heads Servants, Telephone charges and the Principal was asked to effect a saving of Rs. 1,000/- under the above heads.
- (5) That the Colvin House as a boarding house for smaller boys must be closed. That when the number of boys in the College exceeds the amount of accommodation offered in the other houses the Colvin House might be reopened as a self-supporting boarding house on the same lines as the Ajmer House, the number of such surplus boys sufficient to do this being about ten.
- (6) That one clerk should come under reduction.
- (7) That the scheme prepared by the Principal for effecting a reduction of expense under the head Games and Play Establishment involving a reorganization of the present Book, Play and Medical Fund be accepted tentatively for one year.
- (8) That the Jhalawar House should not be closed as a boarding house for Post Diploma students as its maintenance was vital to the efficiency of the College and of the Post Diploma class.
- (9) That the same fees should be charged from boys of Central India reading at the Mayo College as would be charged if they entered the Daly College Indore, and that higher fees should be levied from boys reading in the Post Diploma Class.

In anticipation of the sanction of the General Council, action has been taken on these resolutions with the result that it now seems probable that the Mayo College will safely pass through the financial crisis which at one time seemed to threaten its very existence.

Conclusion.

14. The behaviour of the boys throughout the year was very satisfactory. For the greater part of the year I had only two English Assistants and for the long trying period of the hot weather only one, so that a very considerable extra burden was thrown upon the rest of the Staff. I regret the late issue of the Report which is due to circumstances beyond my control.

I have the honour to be,

Sir,

Your most obedient servant,

F. A. LESLIE-JONES,
Principal, Mayo College, Ajmer.

ANNEXURES.

ANNEXURE.—A. List of the Members of the General Council and the Managing Committee of the College.

- „ B. List of the College Staff on the 30th April 1922.
 - „ C. Withdrawals.
 - „ D. Admissions.
 - „ E. List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes.
 - „ F. Statement of Income and Expenditure of the College Fund.
 - „ G. Statement of Income and Expenditure for the maintenance of the Post-Diploma Classes.
 - „ H. Revised Budget Estimates of the Mayo College Fund for 1922-23.
 - „ I. Revised Budget Estimates of the Post-Diploma Course Fund for 1922-23.
 - „ I. (a) Budget estimate of the Play and the Medical Fund and Games and Stationery Fund for 1922-23.
 - „ J. Schedule of work done during 1921-22, class time-table and table of boys following different courses.
 - „ K. Papers for Diploma Examination 1922.
 - „ L. Result of all the Chiefs' Colleges Diploma Examination for 1922.
 - „ M. Inspectors' Report on the Mayo College.
 - „ N. Curriculum for 1922-23.
 - „ O. Detailed results of the Annual Examination.
 - „ P. Time table of Out-door Exercises.
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ANNEXURE A.

List of the Members of the General Council of the Mayo College, Ajmer, 1922.

PRESIDENT.

His Excellency the Viceroy.

VICE-PRESIDENT.

The Hon'ble the Agent to the Governor-General in Rajputana.

MEMBERS:—

RAJPUTANA.

His Highness the Maharaja of Alwar.
 His Highness the Maharawal of Banswara.
 His Highness the Maharaja of Bharatpur.
 His Highness the Maharaja of Bikaner.
 His Highness the Maharao Raja of Bundi.
 His Highness the Maharaj Rana of Dholpur.
 His Highness the Maharawal of Dungarpur.
 His Highness the Maharaja of Jaipur.
 His Highness the Maharawal of Jaisalmer.
 His Highness the Maharaj Rana of Jhalawar.
 His Highness the Maharaja of Jodhpur.
 His Highness the Maharaja of Karauli.
 His Highness the Maharaja of Kishangarh.
 His Highness the Maharao of Kotah.
 His Highness the Maharawat of Partabgarh.
 His Highness the Maharo of Sirohi.
 His Highness the Nawab of Tonk.
 His Highness the Maharana of Udaipur.

CENTRAL INDIA.

His Highness the Maharaja of Dhar.
 His Highness the Maharaja Scindia of Gwalior.
 His Highness the Maharaja of Rutlam.
 His Highness the Raja of Sailana.

BOMBAY.

His Highness the Maharaja Gaekwar of Baroda.

KASHMIR.

His Highness the Maharaja of Kashmir.

The Hon'ble the Agent to the Governor-General, Central India.
 The Commissioner, Ajmer-Merwara.
 The Military Adviser-in-Chief, Indian State Forces.
 The Educational Commissioner with the Government of India.
 Major H. R. Lawrence, I.A., Political Agent, Harauti and Tonk.
 Lt.-Colonel C. E. Luard, I.A., Political Agent, Bhopal.
 Lt.-Colonel S. B. A. Patterson, C.I.E., I.A., Resident, Jaipur.
 Mr. W. H. J. Wilkinson, C.I.E., I.C.S., Resident, Mewar.
 Lt.-Colonel H. B. St. John, C.I.E., C.B.E., Political Agent, Eastern Rajputana States.
 Mr. L. W. Reynolds, C.I.E., M.C., I.C.S., Resident, Western Rajputana States.
 The Principal, Mayo College (*Ex-officio* Secretary).

**List of the members of the Managing Committee of
the Mayo College, Ajmer, 1922.**

PRINCES ELECTED.

1. His Highness the Maharaja of Alwar.
2. His Highness the Maharao of Kotah.
3. His Highness the Maharaj Rana of Jhalawar.
4. His Highness the Maharaj Rana of Dholpur.
5. His Highness the Maharaja of Kishangarh.
6. His Highness the Maharaja of Bharatpur.
7. His Highness the Maharana of Udaipur.
8. His Highness the Maharaja Scindia of Gwalior.
9. His Highness the Maharaja Gaekwar of Baroda.
10. His Highness the Maharaja of Kashmir.

**PRINCES NOMINATED BY THE HON'BLE THE AGENT TO THE
GOVERNOR-GENERAL, RAJPUTANA.**

11. His Highness the Maharao Raja of Bundi.
12. His Highness the Maharawal of Banswara.
13. His Highness the Maharawal of Jaisalmer.

**PRINCES NOMINATED BY THE HON'BLE THE AGENT TO THE
GOVERNOR-GENERAL, CENTRAL INDIA.**

14. His Highness the Maharaja of Dhar.
15. His Highness the Maharaja of Rutlam

**POLITICAL OFFICER NOMINATED BY THE HON'BLE THE AGENT
TO THE GOVERNOR-GENERAL, RAJPUTANA.**

16. Mr. W. H. J. Wilkinson, C.I.E., Resident, Mewar

**POLITICAL OFFICER NOMINATED BY THE HON'BLE THE AGENT
TO THE GOVERNOR-GENERAL IN CENTRAL INDIA.**

17. Lt.-Colonel C. E. Luard, M.A., I.A., Political Agent, Bhopal.

CONVENER.

18. The Commissioner, Ajmer-Merwara.

ANNEXURE B.**List of the College Staff on the 30th April 1922.****F. A. Leslie-Jones Esqr. M.A., O.B.E., *Principal.*****S. F. Madden Esqr. B.A., O.B.E., *Vice-Principal.*****Lt.-Colonel C. C. H. Twiss, B.A., D.S.O., *English Assistant Master.*****W. Fanshawe Esqr. M.A., F.R.G.S., *English Assistant Master.*****Indian Assistant Masters.****Moulvi Ghaffar Husain A. Saiyed, M.A., LL.B.****Pandit Lakshman Ganesh Sathe, M.A.****Munshi Gopi Nath Mathur, B.A.****Babu Ram Chandra Mukerji M.A.****Pandit Chandra Dhar Guleri, B.A., on deputation to Benares Hindu University.****Moulvi Saiyed Abdul Wahid, M.A.****Pandit Shyam Sunder Sharma, B.A., C.T.****Lala Bhagwat Saran, B.A.****Bhai Uttam Singh, Drawing Master.****Lala Gopi Nath Agarwal, B.A., on deputation to the Kotah State.****Lala Harcharan Das, B.A., L.T.****Lala Shrikrishna, B.A.****Pandit Iswar Narain Kichlu, B.A.****Munshi Debi Prasad Mathur, B.A., on Reserve List.****Religious Instructor.****Mahamahopadeshak, Punjab Bhushan, Pandit Bulaki Ram Shastri, Vidyasagar on deputation to the Bharatpur State.****Pandit Shanker Lal, Acting.****Medical Officer.****Lt.-Colonel J. W. Watson C.I.E., I.M.S.****Sub-Assistant Surgeon.****Rai Sahib Babu Brindaban Chandra Sur.****Riding Master.****Dafadar Sangram Singh.****Superintendent of Games.****Mr. M. Ghose.**

ANNEXURE C.

Withdrawals during the year 1921—22.

No.	Names of boys.	AGES.		States to which they belong.	PERIOD OF THEIR STAY AT THE COLLEGE.		REMARKS.
		Years.	Months.		Years.	Months.	
1	K. Jagat Shamsher Jang of Nepal ...	20	8	Nepal ...	15	7	
2	T. Sultan Singh of Palwa ...	21	5	Alwar ...	13	6	
3	Bakhshi Raghunath Singh ...	23	8	Bharatpur ...	10	6	
4	K. Bahadur Singh of Para ...	23	9	Alwar ...	16	3	
5	K. Mussoorie Shamsher Jang ...	17	...	Nepal ...	10	3	
6	T. Amar Singh of Mori ...	17	11	Marwar ...	6	3	
7	R. K. Ajatshatru Singh ...	16	5	Sailana C. I. ...	9	6	
8	T. Man Mahipal Singh of Namli ...	20	6	Rutlam C. I. ...	2	8	
9	Raja Kishore Chandra Mardraj Hari Chandan of Nilgiri ...	17	3	Nilgiri, Orissa ...	8	3	
10	Rao Sajjan Singh of Kundla ...	18	5	Jhalawar ...	8	9	
11	K. Ripusudan Singh of Semlia ...	17	1	Sailana C. I. ...	3	8	
12	S. Mir Nasiruddin of Surat ...	18	8	Surat ...	2	2	
13	S. Mir Ghulam of Surat ...	20	9	Do. ...	2	2	
14	K. Pratap Singh of Banera ...	20	5	Mewar ...	10	5	
15	Raja Gopal Singh ...	19	11	Bharatpur ...	9	9	
16	T. Khuman Singh of Bidasar ...	20	6	Bikaner ...	7	6	
17	K. Mool Singh of Dolgarh ...	17	5	Idar	2	10	
18	K. Narhardeoiji Vijaideoji of Dharampur	14	4	Dharampur ...	4	5	
19	Sardar Shehdeo Singh of Kapurthala	18	...	Kapurthala... ..	1	10	
20	K. Bachan Singh of Alsar. ...	19	8	Bikaner ...	5	8	
21	Maharaj Kesri Singh of Alsar ...	19	...	Do. ...	5	8	
22	Mian Padamdeo Singh of Poonch ...	12	8	Kashmir ...	2	10	
23	T. Tej Singh of Nimaj ...	9	1	Marwar ...	...	3	Died at home.
24	T. Daulat Singh of Basi ...	19	...	Mewar ...	11	3	
25	K. Udai Singh of Sabalwad ...	18	...	Idar ...	2	5	
26	K. Ram Sahai Singh ...	16	2	Bharatpur ...	7	11	Died at home in January 1922.
27	S. Nasir Ali Khan of Jaora ...	15	7	Jaora C. I. }	2	11	
28	S. Mumtaz Ali Khan ...	13	3	Do. C. I. }	...	...
29	Mir Fazl-i-Ali Khan of Banganapalli	20	3	Madras ...	6	3	
30	K. Udai Singh of Manana ...	9	...	Marwar ...	...	9	
31	T. Sawai Singh of Bori ...	18	10	Jhabua C. I. ...	3	4	
32	H. H. M. Umaid Singh of Jodhpur	18	2	Marwar ...	2	8	

Admissions during the year 1921-22.

No.	Names of Boys.	Names of Parents.	States from which they come.	Date of Joining.	AGE AT THE TIME OF JOINING.		REMARKS.
					Years.	Months.	
1	Bhanwar Lal Singh ...	Maharaj Kumar Ranjit Singh ...	Lanawada ...	7th July 1921 ...	15	...	
2	Bhanwar Natar Singh ...	Do. do. ...	Do. ...	Do. ...	12	11	
3	Bhanwar Virbhadra Singh ...	Do. do. ...	Do. ...	Do. ...	11	1	
4	Rao Udit Narayan Singh ...	Rao Pratap Narayan Singh ...	Khinsepur U.P. ...	9th July 1921 ...	13	8	
5	Kanwar Yashwant Rao Bhaio Sahib Puar ...	Khase Sahib Sadashiv Rao Puar ...	Dewas J. B. C. I. ...	9th July 1921 ...	16	...	
6	Kanwar Takht Singh ...	Rao Ratan Singh of Jawas ...	Mewar ...	11th July 1921 ...	10	1	
7	Kanwar Kesri Singh ...	Thakur Paneh Singh of Suveri ...	Do. ...	Do. ...	8	11	
8	Shaikh Ahsan Muhammad ...	Khan Bahadur Shaikh Syed Muhammad ...	Badaun U.P. ...	26th July 1921 ...	19	7	
9	Kanwar Shivdan Singh ...	Thakur Fateh Singh of Kherwa ...	Marwar ...	21th July 1921 ...	13	8	
10	Thakur Dhara Singh ...	Thakur Bishennath Singh of Rasulpur ...	Alwar ...	18th October 1921 ...	14	8	
11	Kanwar Raghuraj Singh ...	Apji Govind Singh of Koela ...	Kotah ...	26th October 1921 ...	10	9	
12	Kanwar Randhir Singh ...	Apji Govind Singh of Koela ...	Do. ...	7th November 1921 ...	7	11	
13	Maharaja Sumer Singh ...	Maharaja Sher Singh of Indergarh ...	Do. ...	12th November 1921 ...	10	5	
14	Maharaj Balbir Singh ...	Maharaj Aparbal Singh of Khatoli ...	Do. ...	14th November 1921 ...	16	10	
15	Kanwar Kishore Singh ...	Maharaj Jagmal Singh ...	Bikanor ...	2nd December 1921 ...	11	9	
16	Kanwar Magan Singh ...	Maharaj Khengar Singh ...	Do. ...	7th December 1921 ...	13	9	
17	Shaikh Afzaluddin Haider ...	Shaikh Mohiuddin Haider of Shaikhupura ...	Badaun U. P. ...	16th January 1922 ...	17	...	
18	Sardar Trilochan Singh ...	Sardar Bishan Singh of Amritsar ...	Punjab ...	26th January 1922 ...	20	11	
19	Saiyad Saeed bin Taimur ...	H. H. Sultan Saiyad Taimur ...	Muscat ...	1st February 1922 ...	11	6	
20	Thakur Amar Singh ...	Thakur Moti Singh of Kachnaoda ...	Kotah ...	4th February 1922 ...	10	3	
21	Rao Hamir Singh ...	Rao Mohbat Singh of Polo ...	Mahikanttha ...	17th February 1922 ...	18	1	
22	Tika Anand Chand ...	H. H. Major Raja Sir Bijai Chand K.C.S.I., K.C.I.E., of Bilaspur ...	Punjab ...	25th February 1922 ...	9	1	
23	Maharaj Kumar Rajendra Narayan Deo ...	Maharaj Prithviraj Deo of Patna ...	Orissa ...	19th April 1922 ...	10	...	

ANNEXURE E.

List of boys arranged according to classes, age, length of residence and attendance maximum, minimum and average age of classes.

NAMES.	Age on 30th April 1922.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1921 TO 30TH APRIL 1922.				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
POST-DIPLOMA CLASS—THIRD YEAR.							
Kanwar Shyam Narayan Dube of Indore ...	22-10	3-8	248	248	22-10 22-10 22-10
POST-DIPLOMA CLASS—SECOND YEAR.							
Kanwar Raghuraj Singh of Alipura, C. I. ...	21-1	3-8	219	...	29	248	21-10 19-1 20-11
Kanwar Rajindra Singh of Kapurthala, Punjab ...	19-1	1-2	222	25	1	248	
Kanwar Lakshman Singh of Kathiawara, Central India ...	21-9	1-3	241	7	...	248	
Shaikh Ahsan Mohammad of Shaikhupura, Badaun, U. P. ...	21-10	0-9	113	...	...	113
POST-DIPLOMA CLASS—FIRST YEAR.							
Sardar Trilochan Singh of Amritsar, Punjab ...	21-2	0-3	80	80	21-2 21-2 21-2
DIPLOMA CLASS.							
Maharaj Sawairaj Singh of Banswara ...	17-8	7-10	248	248	21-5 17-3 18-9
Kanwar Rup Narayan Dube of Indore ...	19-7	3-8	248	...	...	248
Bhanwar Shatrughai of Shahpura ...	17-10	7-6	207	41	...	248	
Kanwar Giriraj Singh of Bharatpur ...	17-7	7-10	233	15	...	248	
Thakur Kesri Singh of Khinwasar, Marwar ...	20-3	1-6	217	31	...	248	
Sardar Madho Rao Phalke of Gwalior ...	21-5	1-2	237	11	...	248	
Sardar Krishna Rao Mahadik of Gwalior ...	18-8	1-2	238	10	...	248	
Shaikh Afzaluddin Haider of Badaun U. P. ...	17-3	0-3	96	...	...	96
SECOND CLASS.							
Maharaj Mehtab Singh of Bamulia, Kotah ...	19-8	7-3	240	8	...	248	20-7 17-2 18-8
Thakur Pratap Singh of Bijaipur, Mewar ...	17-4	6-3	244	4	...	248	
Shrimant Dhairyashil Rao of Dhar, C. I. ...	18-5	3-8	244	4	...	248	
Rao Raja Akhai Singh of Harsore, Marwar ...	19-2	4-9	73	175	...	248	
Thakur Govind Singh of Raipur, Marwar ...	18-6	8-6	246	2	...	248	
Thakur Bharat Singh of Pipalda, Kotah ...	19-8	6-10	248	...	...	248
Rao Bhairon Singh of Nizamnagar, Alwar ...	20-7	12-10	231	17	...	248	
Thakur Madho Singh of Sadara, Ajmer ...	19-5	7-3	173	75	...	248	
Thakur Rameshwar Singh of Bandanwara, Ajmer ...	17-7	6-3	248	...	...	248
Kanwar Brijbehari Singh of Kushalgarh ...	17-2	4-8	226	22	...	248	
Thakur Jiwan Singh of Tantoti, Ajmer ...	18-7	5-5	237	11	...	248	
Kanwar Yashwant Rao Puar of Dewas J.B.—C. I. ...	18-0	0-9	230	6	2	238	
THIRD CLASS.							
Kanwar Swarup Singh of Chimraoli, Alwar ...	17-9	6-6	248	248	24-8 24-8 24-8 24-8
Kanwar Mool Singh of Narsingarh, C. I. ...	19-11	2-2	243	5	...	248	
Raja Pashupati Pratap Singh, of Bansri, U. P. ...	18-8	2-10	246	2	...	248	
Kanwar Shambhu Singh of Deogaon-Baghera, Ajmer ...	15-8	5-10	243	5	...	248	

NAMES.	Age on 30th April 1922.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1921 TO 30TH APRIL 1922.				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
THIRD CLASS.—Continued.							
Patait Gauri Shanker Shikherdeo of Gangpur, Orissa	18-0	6-9	248	...	...	248	19-11 15-8 17-9
Kanwar Shivanth Singh of Alwar	18-2	6-9	217	31	...	248	
Kanwar Ganesh Pal of Hadoti, Karauli	17-2	6-9	239	9	...	248	
Thakur Devi Singh of Bijwar, Alwar	19-3	8-10	241	7	...	248	
Bhanwar Lal Singh of Lunawada, Rewakantha.	15-10	0-9	242	...	...	242	
FOURTH CLASS.							
Kanwar Narayan Singh of Kishangarh	18-8	2-10	232	16	...	248	
Maharaj Gulab Singh of Kotra, Kotah	16-8	4-9	248	...	...	248	
Kanwar Balbir Singh of Bharatpur	17-8	2-10	222	26	...	248	18-8
Thakur Amar Singh of Bijwar, Alwar	15-4	5-3	184	64	...	248	15-4
Kanwar Sher Singh of Balunda, Marwar	15-7	6-8	248	...	...	248	16-3
Bhanwar Natwar Singh of Lunawada, Rewakantha	13-8	0-9	242	...	...	242	
FIFTH CLASS.							
Maharaj Devi Singh of Alsar, Bikaner	18-3	5-8	248	...	...	248	
Kanwar Balwant Singh of Danta, Mahikantha	16-4	9-6	248	...	...	248	
Thakur Yubrajdt Singh of Oel, U. P.	14-9	2-6	240	8	...	248	
Kanwar Narayan Singh of Danta, Mahikantha...	15-3	2-8	248	...	...	248	
Maharaj Virbhadr Singh of Dungarpur	13-2	2-5	245	3	...	248	18-3
Kanwar Ramranbijai Prasad Singh of Dumraon, Orissa	14-4	2-8	241	7	...	248	13-2 15-3
His Highness Maharawal Lakshman Singh of Dungarpur	14-1	2-5	241	7	...	248	
Maharaj Ajit Singh of Jodhpur, Marwar	14-11	2-4	243	5	...	248	
Thakur Nahar Singh of Awa, Marwar	14-0	2-10	248	...	...	248	
Kanwar Daleep Singh of Batera, Mewar	14-3	2-9	246	2	...	248	
Kanwar Pirthvi Singh of Danta, Mahikantha	17-3	2-8	248	...	...	248	
Maharaj Balbir Singh of Khatoli, Kotah	17-3	0-5	135	8	...	143	
SIXTH CLASS.							
Kanwar Ramnath Singh of Alwar	15-1	5-9	217	31	...	248	
Kanwar Bijai Singh of Batera, Mewar	12-11	2-9	248	...	...	248	
Sahibzadah Mir Fateh Ali Khan of Banganapalli, Madras	12-7	3-3	191	47	10	248	
Kanwar Ram Singh of Harsoli, Jaipur	17-4	3-2	248	...	...	248	
Sahibzadah Mir Inayat Ali Khan of Banganapalli, Madras	14-4	3-3	191	47	10	248	
Bhanwar Ram Singh of Partabgarh	14-0	2-5	225	23	...	248	
Kanwar Parbat Singh of Sakthali, Partabgarh.	15-1	2-5	225	23	...	248	
Kanwar Vankat Raman Ramanuj Prasad Singh of Thal, Kishangarh	15-1	3-1	248	...	...	248	
Kanwar Manohar Singh of Bedla, Mewar	17-5	1-5	245	3	...	248	
Kanwar Raghvendra Singh of Bharatpur	13-4	4-7	223	25	...	248	
Khawas Govind Lal of Burja, Alwar	14-6	5-6	248	...	...	248	
Kanwar Narendra Singh of Wair, Bharatpur	14-2	1-7	248	...	...	248	17-5
Kanwar Man Singh of Banera, Mewar	13-5	5-9	226	22	...	248	9-3
Kanwar Deep Singh of Sarthal, Kotah	14-2	5-6	245	3	...	248	14-0
Kanwar Sajjan Singh of Mansa, Mahikantha	13-5	1-10	248	...	...	248	
Bhanwar Virbhadr Singh of Lunawada, Rewakantha	11-10	0-9	242	...	...	242	
Rao Udit Narayan Singh of Khimsepur, U. P.	14-6	0-9	240	...	...	240	
Kanwar Bijai Singh of Alsar, Bikaner	16-3	5-8	237	11	...	248	
Kanwar Kishore Singh of Khilerian, Bikaner	12-2	0-5	113	...	...	113	
Tika Anand Chand of Bilaspur, Punjab	9-3	0-2	56	...	...	56	

NAMES.	Age on 30th April 1922.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1921 TO 30TH APRIL 1922.				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
SEVENTH CLASS.							
Kanwar Bhanwar Singh of Bharatpur ...	16-6	4-7	248	248	18-3 10-6 14-1
Kanwar Sawai Singh of Danta, Mahikantha ...	13-5	5-10	248	...	...	248
Kanwar Raghunath Singh of Harsoli, Jaipur ...	16-5	3-2	248	...	...	248
Kanwar Harnath Singh of Daspan, Marwar ...	14-2	2-10	241	7	...	248	
Kanwar Bijai Singh of Jhalamand, Marwar ...	14-1	2-5	248	...	...	248
Thakur Umaid Singh of Nimaj, Marwar ...	13-10	4-9	238	10	...	248	
Thakur Narayan Singh of Bijwar, Chuhan, Alwar ...	14-1	2-10	248	...	...	248
Bhanwar Pratap Singh of Rupaheli, Mewar ...	14-4	2-10	248	...	...	248
Thakur Jagat Singh of Pusod, Kotah ...	14-3	1-8	248	...	...	248
Kanwar Raghuraj Singh of Koela, Kotah ...	11-3	0-6	118	...	...	118
Maharaja Sumer Singh of Indergarh, Kotah ...	10-11	0-5	132	...	...	132
Kanwar Magan Singh of Bogera, Bikaner ...	14-2	0-4	96	...	...	96
Kanwar Sajjan Singh of Junia, Ajmer ...	15-10	1-3	248	...	...	248
Rao Hamir Singh of Polo, Mahikantha ...	18-3	0-2	64	...	...	64
M. K. Rajendra Narayan Deo of Patna ...	10-1	0-0	4	...	...	4
EIGHTH CLASS—A SECTION.							
Maharaj Shankar Singh of Banswara ...	9-9	1-9	248	248	13-7 8-6 10-4
Thakur Madho Singh of Langarwas, Alwar ...	13-7	1-10	241	7	...	248	
Rao Raja Girdharisaran Singh of Bharatpur ...	8-7	1-8	248	...	...	248
Kanwar Amar Singh of Junia, Ajmer ...	11-4	1-3	248	...	...	248
Kanwar Randhir Singh of Koela, Kotah ...	8-6	0-5	137	...	...	137
EIGHTH CLASS—B SECTION.							
Kanwar Takht Singh of Jawas, Mewar ...	10-11	0-9	238	238	14-5 10-6 10-10
Kanwar Kesri Singh of Suveri, Mewar ...	9-8	0-9	238	...	...	238
Kanwar Shivdan Singh of Kherwa, Marwar ...	14-5	0-9	194	...	1	195	
Thakur Dhara Singh of Rasulpur, Alwar ...	11-0	0-6	157	...	...	157
Thakur Amar Singh of Kachnaoda, Kotah ...	10-6	0-3	77	...	...	77
Saiyad Saeed Bin Taimur of Muscat ...	11-8	0-3	64	...	...	64

ANNEXURE

Statement showing the Income and Expenditure

Receipts.	Estimated Receipts for 1921-22.		Actual Receipts for 1921-22.	
	Rs.	A. P.	Rs.	A. P.
Interest on 5,63,000 of 3½ per cent Loan of 1865	19,655	0 0	19,655	11 10
Interest on 1,81,800 of 5 per cent Loan of 1929-47	9,065	0 0	9,068	12 10
Interest on 4 per cent Port Trust Debentures amounting to 2,05,500	8,205	0 0	8,208	10 0
Interest on Reserve Fund 1,05,300 of 5 per cent Loan of 1929-47	5,255	0 0	5,258	6 0
Interest on 14,900 of 6 per cent U. P. Bonds of 1941 set aside for Electric light and fans	527	0 0	527	14 0
Interest on 1,000 of 3 per cent Loan of 1896-97	41	0 0	41	0 0
Total	42,748	0 0	42,760	6 8
<i>Contribution from Indian States and Private persons.</i>				
From Udaipur	1,187	13 9	1,187	13 9
Jaipur	1,484	13 3	1,484	13 3
Bikaner	593	15 0	593	15 0
Karauli	178	3 0	178	3 0
Alwar	415	12 0	415	12 0
Sirohi	59	6 3	59	6 3
Tonk	59	6 3	59	6 3
Partabgarh	118	12 6	118	12 6
Jaisalmer	36	0 0	36	0 0
Bharatpur	593	15 0	593	15 0
Book, Play and Medical Fund Subscriptions	8,025	0 0	7,800	0 0
Annual fees from boys from States outside Rajputana and Central India	24,350	0 0	24,350	0 0
Annual fees from Rajputana and Central India boys	9,810	0 0	9,334	0 0
Total	46,913	1 0	46,212	1 0
<i>Contribution from Government.</i>				
Annual Contribution	12,000	0 0	12,000	0 0
Annual Subsidy	43,018	0 0	43,018	0 0
Total	55,018	0 0	55,018	0 0
<i>Miscellaneous.</i>				
Conservancy and Garden Produce	4,500	0 0	3,000	9 6
Rent of Houses	3,100	0 0	3,100	3 0
Other Receipts	1,000	0 0	1,169	13 6
Receipts for Installation of electric light and electric fans:—				
(a) Balance of grant for the Science Laboratory given by His Highness the Maharaja Scindia of Gwalior invested in 5½ per cent loan amounting to 6,500	6,450	0 0	6,449	13 3
(b) Interest on the above	1,017	0 0	1,017	4 9
Total	16,067	0 0	14,737	12 0
Total Receipts	1,60,746	1 0	1,58,728	3 8
Opening Balance	2,655	0 0	2,654	13 5
Grand Total	1,63,401	1 0	1,61,383	1 1

of the Mayo College Fund for the year 1921-22.

Expenditure	Estimated Expenditure for 1921-22		Actual Expenditure for 1921-22.	
	Rs.	A. P.	Rs.	A. P.
<i>Establishment.</i>				
Clerks	6,950	0 0	6,946	9 4
European Teaching Staff	69,950	0 0	66,740	11 9
Indian Assistant Masters employed during the period of deputa- tion of Colonel Twiss to Kishengarh State	875	0 0	871	2 11
Indian Assistant Masters	34,250	0 0	33,930	12 10
Shastri	1,270	0 0	1,270	0 0
Superintendent of Games	2,170	0 0	2,167	14 0
Drill Masters	910	0 0	910	0 0
Play Establishment	3,850	0 0	3,844	7 3
Colvin House Establishment	5,475	0 0	5,470	3 10
Allowance to Medical Officer	1,200	0 0	1,200	0 0
Pay of Sub-Assistant Surgeon	1,440	0 0	1,440	0 0
Local Allowance to Sub-Assistant Surgeon	300	0 0	300	0 0
Pension contribution for Sub-Assistant Surgeon	240	0 0	240	0 0
Dresser	160	0 0	155	0 7
Garden Establishment	3,780	0 0	3,769	8 1
Conservancy Establishment	3,040	0 0	3,037	3 2
Servants	4,660	0 0	4,656	13 0
Sumptuary Allowance to Principal	1,200	0 0	1,200	0 0
Superannuation Pensions	80	0 0	78	0 0
Total	1,41,800	0 0	1,38,228	6 9
<i>Contingencies.</i>				
Premium for perfected pension for the Shastri	75	0 0	72	5 0
Purchase and Repairs of Furniture	700	0 0	656	9 6
Book and Play Stores	8,000	0 0	7,980	10 1
Library	1,000	0 0	998	8 11
Laboratory Contingencies	100	0 0	79	14 6
Expenses of visiting teams	620	0 0	606	3 3
Travelling expenses	200	0 0	107	1 0
Colvin House Contingencies	275	0 0	253	0 6
Prizes	1,060	0 0	1,058	10 5
Medical Stores	650	0 0	634	13 9
Garden Contingencies	1,700	0 0	1,651	7 0
Conservancy Contingencies	900	0 0	766	6 10
Water Rate	3,400	0 0	3,033	15 7
Stationery	350	0 0	293	11 5
Miscellaneous	4,200	0 0	4,198	13 3
Telephone Charges	250	0 0	250	0 0
Audit Charges	200	0 0	200	0 0
Rent of Principal's House	50	0 0	48	0 0
Repairs to Buildings	3,125	0 0	3,034	7 4
Repairs to Roads	300	0 0	291	0 0
Repairing and cleaning pipe line	3,290	0 0	2,321	14 6
Expenses of the Financial Expert appointed by the Govern- ment of India to examine and report on the financial position of the College	1,000	0 0	...	...
Total	31,445	0 0	28,537	8 10
Total Expenditure	1,73,245	0 0	1,66,765	15 7
Closing Balance	9,844	0 0	5,382	14 6
Grand Total	1,63,401	0 0	1,61,383	1 1

ANNEXURE

Statement showing the Income and Expenditure for the

Receipts.					Estimated Receipts for 1921-22.		Actual Receipts for 1921-22.	
					Rs.	A. P.	Rs.	A. P.
<i>Donations from Princes.</i>								
From Jodhpur ...	...	...	...	...	8,000	0 0	8,000	0 0
„ Kotah ...	...	...	...	...	4,000	0 0	4,000	0 0
„ Bharatpur ...	...	...	...	...	...	...	...	...
„ Bikaner ...	...	...	...	...	4,000	0 0	4,000	0 0
„ Alwar ...	...	...	...	...	4,600	0 0	4,600	0 0
„ Kishengarh ...	...	...	...	...	200	0 0	200	0 0
„ Bundi ...	...	...	...	...	200	0 0	200	0 0
„ Dungarpur ...	...	...	...	...	200	0 0	200	0 0
„ Partabgarh ...	...	...	...	...	200	0 0	200	0 0
„ Kashmir ...	...	...	...	...	14,000	0 0	14,000	0 0
„ Tónk ...	...	...	...	...	1,445	0 0	1,447	1 2
„ Sailana ...	...	...	...	...	145	0 0	144	11 8
Total ...					36,990	0 0	36,991	12 10
Interest on unutilized amounts ...					5,010	0 0	6,550	1 9
Increase in the balance owing to the investment of 43,000 of the 5½ per cent loan on 1921 into the 6 per cent U. P. Bonds of 1941 ...					2,900	0 0	2,900	0 0
Total Receipts ...					44,900	0 0	46,441	14 7
Opening Balance ...					1,27,665	0 0	*1,27,665	6 0
Grand Total ...					1,72,565	0 0	1,74,107	4 7

* Funded Balance ... Rs. 1,10,000 0 0
 In the Treasury ... „ 17,665 6 0
 Total ... Rs. 1,27,665 6 0

Expenditure.						Estimated Expenditure for 1921-22.		Actual Expenditure for 1921-22.	
						Rs.	A. P.	Rs.	A. P.
Indian Assistant Masters...						15,130	0 0	15,127	5 4
Allowance to Extra Assistant Commissioner and Tehsildar Ajmer						1,200	0 0	1,200	0 0
Tour Expenses						100	0 0		
Servants						335	0 0	331	8 0
Upkeep of Jhalawar House:—									
Indian Superintendent						950	0 0	944	3 1
House Establishment						810	0 0	804	1 0
House Contingencies						1,000	0 0	436	0 3
Repairing and Cleaning pipe line						250	0 0	155	14 0
Total Expenditure						19,775	0 0	18,998	15 8
Closing Balance						1,52,790	0 0	*1,55,108	4 11
Grand Total						1,72,565	0 0	1,74,107	4 7
*Invested in 6 per cent U. P. Bonds of 1941						Rs. 45,900	0 0		
Invested in 5 per cent Govt. War Loan of 1945-55						" 15,000	0 0		
Invested in 5½ per cent Govt. War Loan of 1925						" 56,000	0 0		
Fixed deposit in the Alliance Bank of Simla Limited bearing interest at 5 per cent						" 4,000	0 0		
Total						Rs. 1,20,900	0 0		
In the Ajmer Treasury						" 34,208	4 11		
Total						Rs. 1,55,108	4 11		

ANNEXURE

Revised Budget Estimate of the

Heads of Receipts.	Sanctioned Budget Estimate for 1922-23.	Revised Budget Estimate for 1922-23.	Difference.	REMARKS.
INTEREST.—				
Interest on Government Securities				
Interest on 5,68,000 of 3½ p.c. loan of 1865 ...	19,655	19,655	...	
Interest on 1,81,800 of 5 p.c. loan of 1929-47 ...	9,065	9,065	...	
Interest on 4 p.c. Port Trust Debentures amounting to 2,05,500	8,205	8,205	...	
Interest on Reserve Fund 1,05,300 of 5 p.c. loan of 1929-47	5,255	5,255	...	
Interest on 14,900 of 6 p.c. U.P. Bonds of 1941 set aside for Electric light and electric fans...	769	892	+123	
Interest on 1,000 of 3 p.c. loan of 1896-97 ...	...	30	+30	
EDUCATION.—				
School Fees.—				
(1) Book, Play and Medical Fund subscriptions.	7,500	...	-7,500	Transferred to Play and Medical Fund.
(2) Annual Fees from boys from States outside Rajputana and Central India	19,725	22,950	+3,225	
(3) Annual Fees from Rajputana boys	9,600	8,420	+3,020	
(4) Annual Fees from Central India boys		4,200		
MISCELLANEOUS.—				
Contributions.—				
(1) Contribution from Government.—				
(1) Annual Contribution	12,000	12,000	...	
(2) Annual Subsidy	43,018	41,418	-1,600	
(2) Annual Contributions from Indian States ...	4,728	4,728	...	
Rent of Houses	2,780	4,200	+1,420	
Sale of fruits, grass &c., (Conservancy & Garden produce)	4,000	5,000	+1,000	
Miscellaneous	1,000	1,000	...	
Contribution from Games Fund—				
(1) ⅔ of maximum pay of Games Supdt. ... ..	...	1,600	+1,600	
(2) ⅔ of maximum pay of Play Establishment ... ..	...	2,700	+2,700	
Contribution from Post Diploma Fund—				
(1) Share of teaching charges ... ..	...	10,780	+10,780	
(2) Share of other charges ... ..	...	3,060	+3,060	
Carried over ...	1,47,800	1,65,158	+17,858	

H.

Mayo College Fund for the year 1922-23.

Heads of Expenditure.	Sanctioned Budget Estimate for 1922-23.	Revised Budget Estimate for 1922-23.	Difference.	REMARKS.
GENERAL ADMINISTRATION.—				
Establishment engaged in General Management and accounts:—				
Clerks	5,760	5,575	—185	
EDUCATION:—				
Colleges and Schools.—				
(1) European Teaching Staff	86,340	78,495	—7,845	
(2) Indian Assistant Masters	39,405	24,295	—15,110	
(3) Shastri	1,725	900	—825	
(4) Superintendent of Games	1,880	1,880	...	
(5) Drill Masters	840	840	...	
(6) Play Establishment	4,070	4,070	...	
(7) Purchase and Repairs of Furniture	1,200	1,200	...	
(8) Book and Play Stores	11,000	...	—11,000	Transferred to Play and Medical Fund.
(9) Library	1,000	1,000	...	
(10) Laboratory Contingencies	300	200	—100	
(11) Expenses of visiting teams	3,000	50	—2,950	
(12) Sumptuary Allowance to Principal	1,200	1,200	...	
(13) Travelling Expenses	200	200	...	
(14) Colvin House Establishment	4,730	1,145	—3,585	
(15) Colvin House Contingencies	275	25	—250	
Scholarships and Prizes.—				
Prizes	1,500	1,500	...	
MEDICAL (PROFESSIONAL ESTABLISHMENT).—				
(1) Allowance to Medical Officer	1,200	...	—1,200	Transferred to Play and Medical Fund.
(2) Pay of Sub-Assistant Surgeon	1,440	...	—1,440	
(3) Local allowance to Sub-Assistant Surgeon	300	...	—300	
(4) Pension Contribution	240	...	—240	
(5) Dresser	160	...	—160	
(6) Medical Stores	1,000	...	—1,000	
MINOR DEPARTMENTS.—				
(1) Garden Establishment	3,840	2,970	—870	
(2) Garden Contingencies	2,450	1,200	—1,250	
(3) Conservancy Establishment	3,160	2,460	—700	
(4) Conservancy Contingencies	1,500	1,500	...	
(5) Water Rate	2,300	2,300	...	
Superannuation.—				
(1) Pensions	80	80	...	
(2) Pension to Rai Sahib L. Sangam Lal for the period from 5th November 1894 to 31st July 1904	1,200	+1,200	Sanctioned by General Council Resolution II of 6th November 1909.
Carried over	1,82,095	1,34,285	—47,810	

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Mayo College Fund for the year 1922-23.

Heads of Expenditure.					Sanctioned Budget Estimate for 1922-23.	Revised Budget Estimate for 1922-23.	Difference.	REMARKS.
Brought forward					1,82,095	1,34,285	-47,810	
MISCELLANEOUS.—								
(1)	Petty Establishment (servants)	...	...	...	4,985	4,215	-720	
(2)	Stationery	...	...	...	350	350	...	
(3)	Miscellaneous	...	...	...	3,000	3,000	...	
(4)	Telephone Charges	...	...	...	400	350	-50	
(5)	Audit Charges	...	...	...	200	200	...	
(6)	Rent of Principal's House	...	...	...	50	50	...	
PUBLIC WORKS.—								
Original Works.—								
Repairs and Maintenance.—								
	Repairs to Buildings	...	...	...	3,125	3,125	...	
	Repairs to Roads	...	...	...	300	300	...	
Expenses of the Financial Expert appointed to examine and report on the financial position of the College.					...	1,000	+1,000	
Total Expenditure					1,94,455	1,46,875	-47,580	
Closing Balance					-70,968	+12,900	...	
GRAND TOTAL					1,23,487	1,59,775	...	

ANNEXURE

Revised Budget Estimate of the Receipts and Expenditure for the maintenance

Heads of Receipts.	Sanctioned Budget Estimate for 1922-23.	Revised Budget Estimate for 1922-23.	Difference	REMARKS.
Donations from Princes (being the interest on capital subscriptions and the annual subscriptions) for the maintenance of the Post-Diploma Classes ...	30,220	34,220	+4,000	Includes arrears.
Interest on unutilised amounts	6,770	6,770		
Fees from Post Diploma boys 7 x 600 ... ..	...	4,200	+4,200	
Total ...	36,990	45,190	8,200	
Opening balance ...	1,37,155	1,55,108	*actual.	
GRAND TOTAL ...	1,74,145	2,00,298	...	

L.
of the Post-Diploma classes for the year 1922-23.

Heds of Expenditure.	Sanction- ed Budget Estimate for 1922-23.	Revised Budget Estimate for 1922-23.	Difference.	REMARKS.
Indian Assistant Masters	12,600	12,140	-460	
Allowance to Extra Assistant Commissioner, and Tehsildar, Ajmer	1,200	1,200		
Tour expenses	800	800		
Servants	825	845	+20	
Upkeep of Jhalawar House:—				
(a) Allowance to English Resident Master ...	3,000	...	-3,000	
(b) Indian Superintendent	1,200	1,200		
(c) House Establishment	810	810		
(d) House contingencies	1,000	1,000		
(e) Providing a Reading Room at the Jhalawar House	400	400		
Contribution to Mayo College Fund on account of:—				
(1) Share of Teaching charges (Vide page 34 of Mr. Sundaram's note.)	...	10,780	+10,780	
(2) Share of other charges ... ..	...	3,060	+3,060	
Total ...	21,335	31,735	+10,400	
Closing balance ...	1,52,810	1,68,568		
GRAND TOTAL ...	1,74,145	2,00,298		

ANNEXURE

Budget estimate of Receipts and Expenditure of the Play and.

Heads of Receipts.	Budget estimate for 1922-23.	
Play and Medical Fund subscriptions from 100 boys at 75/- each per annum	7,500	...
Games Fund subscriptions from 100 boys at 60/- each per annum	6,000	...
Subscription for stationery from 100 boys at 12/- each per annum	1,200	...
Sale proceeds of books and stationery	2,500	...
Total	17,200	

ANNEXURE J.**Mayo College, Ajmer.****Schedule of work done during 1921-22.****Post-Diploma Class—3rd year.****English.****4. Text Books :—**

- (1) Selected Short Stories—World's Classics Series (Clarendon Press).
- (2) Scott:—Ivanhoe.
- (3) Shakespeare:—Hamlet and one other.
- (4) Dickens:—A Tale of Two Cities.
- (5) Selections from Palgrave's Golden Treasury.

2. Essay and Grammar.**3. General knowledge, including a study of Economic questions.****History.**

1. Vincent Smith:—Early History of India.
2. Lane Poole:—Medieval India.
3. Lyall:—Rise of the British Dominion in India.
4. Strachey:—India.
5. Anderson:—British Administration in India.

Administration and Subjects for the Lower Standard Examination, Ajmer-Merwara.**I.—ADMINISTRATION.**

- (1) Notes on State Administration.
- (2) The Famine Code (Ajmer-Merwara).
- (3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

- (1) The Ajmer Land Revenue Regulation II of 1877.
- (2) The Irrigation Regulation and Rules.
- (3) The Land Acquisition Act.
- (4) The Ajmer Land Alienation Regulation III of 1914 with Rules.
- (5) Land Improvement Loans Act of 1883 with Rules.
- (6) Agriculturists Loans Act of 1884 with Rules.

III.—JUDICIAL.

- (1) The Indian Penal Code and Amended Acts with the Whipping Act.
- (2) The Code of Criminal Procedure.
- (3) The Code of Civil Procedure.
- (4) The Evidence Act.
- (5) The Ajmer Courts Regulation.
- (6) The Ajmer Laws Regulation.
- (7) The Ajmer Government Wards Regulation 1888 with Rules.
- (8) The Ajmer Taluqdars Loans Regulations 1911 with Rules.

IV.—MISCELLANEOUS.

- (1) Transliteration and translation into Urdu or English of easy manuscript documents in (a) Kayasthi and (b) Mahajani characters.
- (2) Translation of a simple piece of English into Hindi in these characters.
- (3) Conversation in the ordinary language of the District with an ordinary Villager. Similar tests in Urdu, omitting the conversational portion.

Post-Diploma Class.—2nd year.**English.****1. Text Books:—**

The same as for 3rd year.

2. Essay Writing and Grammar.**3. General knowledge.****History.**

Vincent Smith:—Lyal's Rise of the British Dominion in India.

Lane Poole:—Mediæval India.

Anderson:—British Administration in India.

Administration.**I.—ADMINISTRATION.**

(1) Notes on State Accounts.

(2) The Famine Code (Ajmer-Merwara.)

(3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.**A.—General Revenue Laws:—**

(1) Land and Revenue Regulation II of 1877.

(2) Irrigation Regulation VIII of 1887.

(3) Agriculturists Loans Act XII of 1884.

(4) Land Improvement Loans Act XIX of 1883.

B.—General Revenue Rules:—

(1) Patwaris, Girdawars and Registrar Girdawars Rules.

(2) Rules for Survey and Boundary marks.

(3) Irrigation Rules.

(4) Rules for the maintenance of Village Maps.

(5) Rules for Assessment of Land Revenue on villages under the variable system.

(6) Taqavi Rules.

(7) Other Revenue Rules:—

Mutation Rules; Wasil-baki Nawis Rules; Appointment and dismissal of Lambardars; Duties of Lambardars and Patels; Duties of Tahsildars; Fees payable under Section 75 of the Land Revenue Regulation, &c.

III.—THEORETICAL SURVEYING.**IV.—PRACTICAL:—**

(1) Revenue work in Camp.

(2) Surveying and Computation of Area.

V.—Hindi Reading and Writing.**VI.—Urdu Reading and Writing.****VII.—Arithmetic.****VIII.—Law:—**

(1) The Indian Penal Code.

(2) The Civil Procedure Code (in Part).

(3) The Criminal Procedure Code (in Part).

(4) The Evidence Act (in Part).

Science or Economics.**SCIENCE:—**

Lecture on "Home Hygiene" and Physics and Chemistry as applied to various common things in alternate years.

Economics—Mrs. Fawcett's Political Economy.

Post-Diploma Class.—1st year.**English.**

1. Text Books:—The same as for 3rd year.
2. Essay Writing and Grammar.
3. General knowledge.

History.

Text Books:—The same as for 2nd year.

Administration.**I.—ADMINISTRATION.**

- (1) Notes on State Accounts.
- (2) Famine Code (Revised Edition).

II.—REVENUE.**A.—General Revenue Laws.**

- (1) Land and Revenue Regulation II of 1877.
- (2) Irrigation Regulation VIII of 1887.

B.—General Revenue Rules.

- (1) Patwari Rules.
- (2) Rules for Survey and Boundary marks.
- (3) Rules for Assessment of Land Revenue under the variable system.
- (4) Wasil-baki Nawis Rules.

III.—SURVEYING:—

Theoretical and Practical by Plane Table and computation of areas.

IV.—Hindi Reading and Writing.**V.—Urdu Reading and Writing.****VI.—Arithmetic.****VII.—Law:—**

- The Civil Procedure Code (in Part).
The Indian Penal Code.

Science or Economics.

The same as for 2nd year.

First Class—Diploma Class.**Compulsory Subjects.****English.**

1. Text Books:—
 - (1) Prose:—Prisoner of Zenda.
 - (2) Poetry:—Shakespeare—Tempest.
 - (3) Treasure Island—Stevenson.
2. Essay and Grammar.
3. Translation.
4. General knowledge.

History and Geography.

HISTORY:—

- (a) *English*—No text Book prescribed. English History to be taught with special reference to the development of constitutional liberty and the growth of the British Empire; to be treated on the broadest lines up to the end of the 18th century, after which important Imperial and Social questions should be examined in greater detail.

Junior Cambridge Historical Reader.

Leslie-Jones:—A View of English History.

- (b) *Indian*—No text book prescribed. Only the salient features of Indian History should be regarded up to the campaigns of Clive, after which the rise and effects of the British dominion should be carefully studied.

Vincent Smith:—Oxford University Students' History of India.

GEOGRAPHY:—

No text book prescribed. A general knowledge of the world and a more detailed knowledge of the British Empire and particularly of India.

Questions on Physical Geography may be set.

- (1) Morrison's Junior Geography of India, Burma and Ceylon.
- (2) The Atlas Geographies—British Empire.
- (3) The Atlas Geographies—British Isles.
- (4) The Atlas Geographies—Physical Geography.

Maps to be drawn—India and the British Colonies.

Mathematics.

Special Group Set I.—

ARITHMETIC:—Pendlebury and Tait Chapters 1-40.

(Corresponding with the Allahabad University Matriculation Standard).

Alternative Subjects.

Vernacular (one to be taken).

- (a) *URDU*:—Allahabad University Course for 1920.

Grammar—General.

Translation—English into Urdu.

Composition.

Petition Reading.

- (b) *HINDI*:—Prose—Hindi Selection in Prose and Poetry (published by Ramdayal Aggarwal).

Tulsidas' Ramcharitamanas (abridged by Syam Sunder Das).

Grammar—By Chandra Mauli Shukul.

Translation—English into Hindi.

Composition Letters.

Reading Petitions and documents in court script.

Science or Second Language (one to be taken).

SCIENCE:—Both Theoretical and Practical—Hill and Mackenzie's Physics and Chemistry for Indian Schools—Parts I-IV.

SANSKRIT:—Selections from Hitopdesha, Purushpariksha and Mahabharata (Belvedere Press, Allahabad).

Grammar—Simple declensions and conjugations, and elementary rules of syntax and compounds.

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and *vice-versa*.

PERSIAN:—Persian Entrance Course (Punjab University).

Grammar—Miftah-ul-Qawaid (Anwar Ahmedi Press, Allahabad).

Translation—Persian into English and *vice-versa*.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION:—(1) Law—Whitworth's Law Lectures.

Lectures on Hindu and Muhammadan Law.

(2) Surveying—Theoretical and Practical by means of Lectures.

(3) Notes on:—(i) Patwari papers, (ii) Revenue Administration and (iii) Irrigation.

ADVANCED MATHEMATICS:—Special Group Set I:—

(1) Algebra—Baker and Bourne—Chapter 1-25 and 36-38.

(2) Geometry—Hall and Stevens—Parts I to V with easy deductions.

Theorems—1-18, 20-32, 34, 38-58, 60-64, 66 and 72.

Problems—1-19, 22, 23, 25-31.

(Corresponding with the Allahabad University Matriculation Standard).

Second Class.

Compulsory Subjects.

English.

TEXT BOOKS;—Kincaid—The Indian Heroes.

Andrew Lang—The Tales of Troy.

Shakespeare—Julius Caesar.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY:—(a) English-Junior Cambridge Historical Reader.

(The Expansion of England under the Tudors; the Renaissance and the Reformation; the Stuart Period, and the Constitutional Struggle; the Civil War and Parliamentary rule; the Restoration; the Revolution of 1688; the Hanoverian period and the beginning of Cabinet Government; the Colonial Expansion of the 18th century and the War of American Independence; the Napoleonic War; and the period of reform which follows with the Industrial Revolution).

(b) Vincent Smith—Oxford Student's History of India.

The British Period, pp. 132 to end.

GEOGRAPHY:—World with special reference to British Empire and India.

(1) Morrison's Junior Geography of India.

(2) Macmillan's Geographical Exercise Books Nos. I and III.

(3) The Atlas Geographies—British Isles.

(4) The Atlas Geographies—Physical Geography.

Mathematics.

ARITHMETIC:—Special Group Set II.

Pendlebury and Tait—Chapters 1-40 (Two years' Course).

Vernacular (one to be taken).

(a) URDU:—Guldasta-i-Adab.

Qawaid-i-Urdu Part II (Mission Press, Allahabad), 2nd half.

Majmuai Kagzat-i-Karrawai (Aijaz Muhammadi Press, Lucknow).

Translation and Composition.

(b) HINDI:—Hindi Selections in prose and poetry, published by Ram Dayal Aggarwal, Ramacharitamansa (abridged), by Syam Sunder Dass.

Grammar—by Chandra Mauli Shukul.

Translation—English into Hindi.

Drawing.

Buchanan's Art Drawing, Plates, 24-29.

Alternative Subjects.

Science or Second Language (one to be taken).

SCIENCE:—Both Theoretical and Practical.

Dr. Hill's Chemistry for Indian Schools, Part III.

SANSKRIT:—Selections from Hitopdesha, Purushpariksha and Mahabharata (Belvedere Press, Allahabad).

K. P. Trivedi's Sanskrit Teacher.

Translation:—English into Sanskrit and *vice-versa*.

PERSIAN:—Punjab University Entrance Course—pp. 103-202.

Grammar—Miftah-ul-Qawaid—2nd half.

Translation—English into Persian and *vice-versa*.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION:—LAW—Whitworth's Law Lectures.

General Notes on Land Revenue System.

ADVANCED MATHEMATICS:—Special Group Set II (Two years' Course) as in Diploma Class.

Third Class.

Compulsory Subjects.

English.

TEXT BOOKS:—Ker and Cleaver's Heroes of Exploration and Discovery.

Arnold—Sohrab and Rustum.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition.

Translation.

Reading, Recitation and Conversation.

History and Geography.

- HISTORY:—**(a) English—Junior Cambridge Historical Reader.
 (Early Britain; the Roman Occupation; the Norse Invasion; the Danish and Norman Conquest; Constitutional development under Henry I, Henry II, John deMontfort and Edward I, the Hundred Years' War; and the Wars of the Roses).
- (b) Indian—Thompson's Junior History of India (to end of Moghul Empire).
- GEOGRAPHY:—**The world, with special reference to British Empire and India.
- (1) The Atlas Geographies—British Empire.
 - (2) Macmillan's Geographical Exercise, Book No. III.
 - (3) The British Empire in Pictures.

Mathematics.

- ARITHMETIC:—**Upper Group Set III.
 Pendlebury and Tait—Chapters 1-31.
- ALGEBRA:—**Baker and Bourne—Chapters 1-12.
- GEOMETRY:—**Hall and Stevens—Parts I and II, with easy deductions.
 Theorems—1-18, 20-30; Problems—1-19.

Vernacular (one to be taken).

- (a) **URDU:—**Guldasta-i-Adab.
 Qawaid-i-Urdu, Part II—(Mission Press, Allahabad) 1st half.
 Inshai Urdu Shikasta - 1st half.
 Translation and Composition.
- (b) **HINDI:—**Prose—Selections in Prose and Poetry—Published by Ram Dayal Aggarwal (in part).
 Tulsidas - Ram Charitamanasa (abridged by Syam Sunder Das)
 Sundara and Lanka Kandas.
 Grammar by Chadra Mauli Shukul.
 Composition and Translation (English into Hindi).

Alternative Subjects

Science or Second Language (one to be taken).

- SCIENCE:—**Both Theoretical and Practical.
 Hill and Mackenzie's Physics and Chemistry for Indian Schools, Part II.
- SANSKRIT:—**Indian Press Sanskrit Reader No. II.
 Grammar—As given in the Reader.
 K. P. Trivedi's Sanskrit Teacher.
 Translation—English into Sanskrit and *vice-versa*.
- PERSIAN:—**Punjab Entrance Course— pp. 1-103.
 Grammar—Miftah-ul-Qawaid —1st half.
 Translation—English into Persian and *vice-versa*.

Fourth Class,

Compulsory Subjects.

English.

- TEXT BOOKS:—**Prose—High Roads to History, Books III and IV.
 Alladin (Macmillan's suppl. Readers.)
 Poetry—English Poetry (2nd Series Ballads) by J. Nelson Fraser.
 Grammar—New Manual of English Grammar.
 Composition—Wren's Progressive Composition.
 Translation and Retranslation.
 Reading, Recitation and Conversation.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular).

GEOGRAPHY :—No book prescribed—Northern continents.

Mathematics.

ARITHMETIC :—Upper Group Set IV.

Hall, Stevens and Simm's Arithmetic for Indian Schools—Chapters 7, 12, 13, 14 and 16, together with revision of work done in lower sets.

ALGEBRA :—Baker and Bourne—Chapters 1-6.

GEOMETRY :—Hall and Steven's—Part I—Theorems 1-16. Problems 1-13, with easy deductions.

Vernacular (one to be taken).

(a) **URDU** :—Guldasta-i-Adab.

Qawaid-i-Urdu, Part I (Mission Press, Allahabad), 2nd half.
Composition.

(b) **HINDI** :—Hindi Pravesika (Indian Press, Allahabad).

Grammar by Chandra Mauli Shukul.
Composition.

Drawing.

Buchanan's Art Drawing, Plates 13-18.

Model Drawing of cubes, rectangles, cylinders, &c., combined and shading with colour.

Alternative Subjects.

Science or Second Language (one to be taken).

SCIENCE :—Both Theoretical and Practical.

Hill and Mackenzie's Physics and Chemistry for Secondary Schools, Part I.

SANSKRIT :—Indian Press Sanskrit Reader, No I.

Grammar as given in the Reader.

Translation—English into Sanskrit and *vice-versa*.

PERSIAN :—Gulzar Dabistan, pp. 1-16 and 24-39.

Grammar—Miftah-ul-Qawaid, pp. 1-20.

Fifth Class.

English.

TEXT BOOKS :—De Witt—The Trojan War.

Horatius.

Composition—Wren's Progressive Composition.

Grammar.

Translation and Retranslation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular).

GEOGRAPHY :—No book prescribed—Southern Continents.

Science.

Oral Instruction (Object Lessons).

Mathematics.

Middle Group Set V.

ARITHMETIC:—Hall, Stevens and Simm's—Chapters 3, 6, 9, 10 and 11, revision of work done in lower Sets.

ALGEBRA:—Baker and Bourne—Chapters 1-3.

GEOMETRY:—Hall and Stevens—Part I. Practical. Problems 1-5.

Vernacular (one to be taken).

(a) **URDU:**—Ahsan-ul-Intikhab—2nd half.

Qawaid-i-Urdu, Part I—(Mission Press, Allahabad) 1st half.

Composition.

(b) **HINDI:**—Lower Middle Hindi Reader (Indian Press, Allahabad).

Grammar by Chandra Mauli Shukul.

Composition.

Drawing.

Buchanan's Art Drawing of cubes, rectangles, cylinders, &c. Shading with pencil.

Sixth Class.

English.—TEXT BOOKS:—New English Course for Indian Schools—4th Reader.

Nelson's Indian Reader Book 3 (to be supplemented).

Tales from Anderson (Macmillan's suppl. Readers).

Lyrical poetry.

Copy writing.

Geography.—No book prescribed—1. World in outline.

2. India in outline (*vide* scheme).

Science.—Oral Instruction—(Object Lessons).

Arithmetic.—Middle Group Set VI:—

Hall, Steven and Simm's Arithmetic—Chapters 2, 4, 5 and 8 H.C.F. and L.C.M. by factors and otherwise. Decimal Fractions and Elementary Vulgar Fractions, and revision of work done in lower Sets, measures of weight, length and capacity, English, Indian and Metric measures of time, Multiplication Tables up to 20×20 , $20 \times \frac{1}{2}$, $20 \times 1\frac{1}{2}$, $20 \times 1\frac{1}{4}$.

Practical Geometry—Use of Mathematical Instruments—straight lines and angles at a point and their bisection.

Vernacular (one to be taken,)

(a) **URDU:**—Ahsan-ul-Intikhab by Muhammed Abdul Jalil (Lazarus & Co. Benares) 1st half

Grammar—Aziz-ul-Mubtadi.

Copy writing and Dictation.

(b) **HINDI:**—Lower Middle Hindi Reader—1st half.

Grammar, Copy writing and Dictation.

Composition.

Drawing.—Buchanan's Art Drawing Plates, 4-6, and Model Drawing, cubes, rectangles at various positions.

Seventh Class.

English.—TEXT BOOKS:—New English Course for Indian Schools—3rd Reader.
Nelson's Indian Reader, Book 2.
Copy writing.

Geography.—No book prescribed—Outline Geography of Rajputana, Division of land and water (World Map).

Science.—Object Lessons (in vernacular)

Arithmetic.—Lower Group Set VII.

Hall, Stevens and Simm's Arithmetic—Chapters, 1, 2 and 4.

The compound Rules—Indian and English money and weights (no fractions of pies, pennies, chhattaks or ounces). Prime numbers and Factors and H. C. F. and L. C. M. by Factors only and revision of work done in Lower Sets.

Vernacular (one to be taken).

(a) URDU:—Lower Primary Reader Part II.

Qawad'i-Urdu (Nawal Kishore Press).

Grammar—Parts of Speech.

Copy writing and Dictation.

(b) HINDI:—Indian Press, Reader Book I Parts I, and II.

Grammar, Copy writing and Dictation.

Drawing.—Buchanan's Art Drawing, Plates 1-3.

Model Drawing, cubes at various positions.

Eighth Class.

English.—TEXT BOOKS:—A Section—Longman's New English Course for Indian Schools—1st Reader.

Do.

Do.

2nd Reader.

B. Section—Longman's New English Course for Indian Schools—Primer.

Copy writing.

Geography.—No book prescribed—Ordinary physical phenomena, Geographical terms (with special reference to Local Map). Plans of class room and compound. Model in sand of picture and plan in Phillip's Chart.
Geography of Ajmer.

Science.—Object Lessons (in vernacular).

Arithmetic.—Lower Group Set VIII.

Notation and Numeration of Numbers of not more than 12 figures.

The Four Simple Rules. Multiplication Tables from 1-20

Revision of work done in Set IX.

Lower Group Set IX.

Notation and Numeration of Numbers of not more than 6 figures (one lac or one hundred thousand), both English and Indian Methods, Addition and Subtraction.

Vernacular (one to be taken).

(a) URDU:—A & B Sections—Urdu ka Naya Qaida (Indian Press, Allahabad).

Urdu Reader No. 1.

Lower Primary Reader, Part I.

Copy writing.

(b) HINDI:—A & B Sections—Hindi Primer (Indian Press).

Hindi Reader for Preparatory Class B (Nawal Kishore Press).

Hindi Reader for Class I (Nawal Kishore Press).

Copy writing.

Drawing.—Crayon and brush work, Exercise Books Nos. 1 and 2.

Freehand:—Straight and curved lines in various positions,

Mayo College, CLASS TIME TABLE

Days.	1st Period.	2nd Period.	3rd Period.
Monday ...	3rd year—Criminal Law. 2nd year—Arithmetic. 1st year—Vernacular. Diploma—Vernacular. Special Set. 2—Arithmetic. III.—Indian History. IV.—English Text. M. G. Set. 5.—Mathematics. M. G. Set. 6. VII.—English Text. VIII.—Drawing.	Post-Diploma—English Prose. Diploma—Prose. II.—Vernacular. U. G. Set. 3.—Mathematics. Do. 4.— V.—English Text. VI.—English Text. VII.—Drawing. VIII.—Religion.	Post-Diploma—Religion. Diploma—Law. Advanced Mathematics. II.—Indian History. III.—Prose. IV.—Science and Sanskrit. V.—Geography. VI.—Conversation. VII.—English Dictation & Copy writing. VIII.—Object Lessons.
Tuesday ...	3rd year—History. 2nd year—Revenue Law. 1st year—Civil Law. Diploma—English History. II.—Prose. III.—Vernacular. IV.—English Dictation and Copy writing. M. G. Set. 5.—Mathematics. Do. 6.— VII.—Drawing. VIII.—English Text.	3rd year—Criminal Law. 2nd year—Administration. 1st year—Revenue Law. Special Set. 1.—Arithmetic. II.—Vernacular. III.—Poetry. IV.—Science and Sanskrit. V.—Geography. VI.—Object Lessons. VII.—English Dictation. VIII.—A.—English Dictation and Copy writing. B.—Geography.	Post-Diploma—Prose. Diploma—Prose. Special Set. 2. Arithmetic. III.—Translation. IV.—Science and Sanskrit. V.—English Dictation and Copy writing. VI.—English Text. VII.—English Dictation and Copy writing. VIII.—Hindi.
Wednesday ...	3rd year—Revenue Law. 2nd year—Administration. 1st year—Criminal Law. Special Set. 1.—Arithmetic. II.—Poetry. III.—English History. IV.—Vernacular. M. G. Set. 5.—Mathematics. Do. 6.— VII.—English Text. VIII.—A. & B.—English Text.	3rd year—Administration. 2nd year—Civil Law. 1st year—Revenue Law. Diploma—Poetry. II.—Science and Sanskrit. III.—Prose. IV.—Religion. V.—Vernacular. VI.—English Text. VII.—Geography. VIII.—A. & B.—English Dictation and Copy.	3rd year—Civil Law. 1st & 2nd year—History. Diploma—General knowledge. II.—Science and Sanskrit. U. G. Set. 3.—Mathematics. Do. 4.— V.—English Text. VI.—Geography. VII.—Vernacular. VIII.—Drawing.
Thursday ...	3rd year—Criminal Law. 2nd year & 1st year—Surveying. Diploma—Poetry. II.—Vernacular. III.—Prose. IV.—Geography. M. G. Set. 5.—Mathematics. Do. 6.— VII.—Drawing. VIII.—A. & B.—English Text.	3rd year—Civil Law. 1st & 2nd year—Surveying. Special Set. 1.—Arithmetic. II.—Essay and Grammar. III.—Science and Sanskrit. IV.—Vernacular. V.—Geography. VI.—Object Lessons. VII.—English Text. VIII.—A. & B.—English and Copy writing.	3rd year—Administration. 2nd year & 1st year—History. Diploma—Vernacular. II.—Conversation. III.—Drawing. IV.—English Text. V.—Science. VI.—Geography. VII.—English Dictation and Copy writing. VIII.—Religion.
Friday ...	3rd year—Criminal Law. 2nd year & 1st year—Political Economy. Special Set. 1. Arithmetic. II.—Poetry. III.—English History. IV.—Translation. M. G. Set. 5.—Mathematics. Do. 6.— VII.—Vernacular. VIII.—A. & B.—English Text.	3rd year—Vernacular. 1st & 2nd year—Indian Penal Code. Diploma—Administration. II.—Advanced Mathematics. Vernacular. III.—Hindi. IV.—Grammar and Composition. V.—English Text. VI.—Do. VII.—Conversation. VIII.—A.—Geography. B.—English Copy writing.	3rd year—History. 2nd year—Civil Law. 1st year—Administration. Diploma—Prose. II.—Geography. U. G. Set. 3.—Mathematics. Do. 4.— V.—Vernacular. VI.—Grammar and Composition. VII.—English Dictation and Copy writing. VIII.—Hindi.
Saturday ...	3rd year—Criminal Law. 2nd year—Vernacular. 1st year—Administration. Diploma—Poetry. II.—Law. III.—Poetry. IV.—English Text. M. G. Set. 5.—Mathematics. Do. 6.— VII.—English Text. VIII.—A.—English Dictation and Copy writing. B.—Geography.	Post-Diploma—Prose. Diploma—Surveying. Advanced Mathematics. II.—Poetry. III.—Science and Sanskrit. IV.—History. V.—English Text. VI.—Geography. VII.—Vernacular. VIII.—Drawing.	3rd year—History. 1st & 2nd year—History. Diploma—Translation. II.—English History. III.—Science and Sanskrit. IV.—Drawing. V.—Grammar and Composition. VI.—Vernacular. L. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—

FOR 1921-22

4th Period.	5th Period.	6th Period.
3rd year—Revenue Law. 2nd year—Administration. 1st year—Civil Law. Diploma—Indian History. II.—Law. Advanced Mathematics. III.—Geography. IV.—Conversation. V.—Drawing. VI.—Vernacular. VII.—Object Lessons. VIII.—English Text.	3rd year—Administration. 2nd year—Revenue Law. 1st year—Criminal Law. Diploma—Science and Sanskrit. II.—Prose. III.—Essay and Grammar. IV.—Vernacular. V.—Religion. VI.—Drawing. L. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	3rd year—Translation. 2nd year—Vernacular. 1st year—Arithmetic. Diploma—Science and Sanskrit. II.—Translation. III.—Vernacular. IV.—Geography. V.—Science.
3rd year—Translation. 2nd year—Civil Law. 1st year—Arithmetic. Diploma—Vernacular. II.—English History. U. G. Set. 3.—Mathematics. Do. 4.— V.—English Text. VI.—Vernacular. VII.—Geography. VIII.—A.—Conversation. B.—	3rd year—Civil Law. 1st & 2nd year—History. Diploma—Indian History. II.—Religion. III.—Science and Sanskrit. IV.—English Text. V.—Drawing. VI.—Translation. L. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	Post-Diploma—Essay and Grammar Diploma—Law. II.—Advanced Mathematics. Drawing. III.—Science and Sanskrit. IV.—Translation. V.—Vernacular. VI.—Geography.
Post-Diploma—Poetry. Diploma—Vernacular. II.—Indian History. III.—Religion. IV.—English Text. V.—History. VI.—Vernacular. U. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	3rd year.—Vernacular. 2nd year—Criminal Law. 1st year—Administration. Diploma—Geography. Special Set. 2.—Arithmetic. III.—Vernacular. IV.—Geography. V.—Grammar and Composition. VI.—English Dictation and Copy writing. VII.—Object Lessons. VIII.—Hindi.	
Post-Diploma—General knowledge. Diploma—Essay and Grammar. II.—Geography. U. G. Set. 3.—Mathematics. Do. 4.— V.—Translation. VI.—Religion. VII.—Vernacular. VIII.—A. & B.—Geography.	Post-Diploma—Poetry. Diploma—Science and Sanskrit. II.—Prose. III.—Vernacular. IV.—Drawing. V.—English Text. VI.—Do. L. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	3rd year—History. 2nd year—Translation. 1st year—Vernacular. Diploma—Science and Sanskrit. II.—Drawing. III.—Geography. IV.—History. V.—Vernacular.
Post-Diploma—Poetry. Diploma—Hindi. II.—Administration. III.—Advanced Mathematics. Poetry. IV.—Science and Sanskrit. V.—History. VI.—Drawing. VII.—English Text. VIII.—Object Lessons.	3rd year—Administration. 2nd year—Vernacular. 1st year—Criminal Law. Diploma—Religion. II.—Science and Sanskrit. III.—Conversation. IV.—English Text. V.—Conversation. VI.—English Dictation and Copy writing. L. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	Post-Diploma—Essay and Grammar Diploma—Geography. II.—Science and Sanskrit. III.—Indian History. IV.—Geography. V.—Translation.
3rd year—Civil Law. 2nd year & 1st year—Political Economy Diploma—English History. II.—Science and Sanskrit. U. G. Set. 3.—Mathematics. Do. 4.— V.—Drawing. VI.—English Text. VII.—Geography. VIII.—A.—Geography. B.—English Copy writing.	3rd year—Vernacular. 2nd year—Criminal Law. 1st year—Translation. Diploma—Science and Sanskrit. Special Set. 2.—Arithmetic. III.—Drawing. IV.—Vernacular. V.—Geography. VI.—Grammar and Composition. VII.—Religion. VIII.—A.—English Text. B.—Do.	

Statement showing the number of boys following the different courses.

CLASS.	Number of boys in Class.	SCIENCE AND CLASSICAL LANGUAGE.			VERNACULAR.		ADMINISTRATION OR ADVANCED MATHEMATICS.	
		Science.	Classical Language.		Hindi.	Urdu.	Administration.	Advanced Mathematics.
			Sanskrit.	Persian				
Post-Diploma Class 3rd year
Do. do. 2nd year
Do. do. 1st year
Diploma Class	...	5	2	1	*7	1	6	2
Class II	...	7	5	.....	12	.....	11	1
Class III	...	4	5	.....	†9	.....	.....	9
Class IV	...	4	2	.....	6	.....	..	.....
Class V	11	1	.....	.....
Class VI	16	1	.....	.....
Class VII	†13	2	.....	.....
Class VIII A. & B.	10	1	..	.....
Total	...	20	14	1	84	9	17	12

* Includes ... 2 Marathi.

† Do. ... 1 Urya.

‡ Do. ... 1 Gujrat.

ANNEXURE K.

DIPLOMA EXAMINATION 1922.

ENGLISH PROSE.

All candidates should attempt the first three questions, and two others.

The extracts 'A' and 'B' below from *The Prisoner of Zenda* are referred to in the first and second questions on page 3.

A.

In truth, I heard something of the way the news was received in the Castle, for after an interval of three days, the man Johann, greedy for more money, though fearful for his life, again found means to visit us. *He had been waiting on the duke when the tidings came.* Black Michael's face had grown blacker still, and he had sworn savagely; nor was he better pleased when young Rupert took oath *that I meant to do as I said*, and, turning to Madame de Mauban, wished her joy on a rival gone. Michael's hand stole towards his sword (said Johann), but not a bit did Rupert care; *for he rallied the duke on having made a better king than had reigned for years past in Ruritania.* "And," said he, with a meaning bow to his exasperated master, "the devil sends the princess a finer man than heaven had marked out for her, by my Soul, it does." Then Michael harshly bade him hold his tongue, and leave them; but Rupert must needs first kiss Madame's hand, which he did as though he loved her, while Michael glared at him.

B.

"And how do they guard the King now?" I asked, remembering that two of *the Six* were dead, and Max Holf also.

"Detchard and Bersonine watch by night, Rupert, Hentzau and De Gautet by day, Sir," he answered.

"Only two at a time?"

"Ay, Sir, but the others rest in a room just above, and are within sound of a cry or a whistle."

"A room just above? I didn't know of that. Is there any communication between it and the room they watch?"

"No, Sir. You must go down a few stairs and through the door by *the drawbridge*, and so to where the King is lodged."

"And that door is locked?"

"Only the four lords have keys, Sir."

I draw nearer to him.

"And have they keys of the grating" I asked in a low whisper.

"I think, Sir, only Detchard and Rupert."

"Where does the duke lodge?"

"*In the chateau*, on the first floor. His apartments are on the right as you go towards the drawbridge."

"And Madame de Mauban?"

"Just opposite, on the left. But her door is locked after she has entered."

"To keep her in?"

"Doubtless, Sir."

"Perhaps for another reason?"

"It is possible."

"And the duke, I suppose, has the key?"

"Yes. And the drawbridge is drawn back at night, and of that too the duke holds the key, so that it cannot be run across the moat without application to him."

"And where do you sleep?"

"In the entrance-hall of the chateau, with five servants."

"Armed?"

"They have pikes, Sir, but no firearms. The duke will not trust them with firearms."

1. In extract 'A' (above), the hero of the book is narrating what Johann told him of a certain incident and conversation at the Castle.

You are required to study the extract carefully, and,

- (a) Explain the sentences in italics with reference to the incident.
- (b) Describe the incident very briefly in your own words.
- (c) Write out a conversation (in the manner adopted by the author in extract B) between Black Michael, Rupert, and Madame de Mauban, which you imagine you might have heard if you had been in Johann's place.

2. Study the conversation shown in extract B, and—

- (a) Explain the italicised words.
- (b) Describe the castle quite briefly, but very carefully; showing you appreciate the situation and "the Desperate Plan."
- (c) Give the substance of the extract in *one* paragraph, as a *report* of the conversation. (In the manner of the author in extract A.)

3. Explain the meaning and usage of the following idioms occurring in your text: —

- (i) "Come, *let's be off*."
- (ii) "But he said *I wasn't to open the gate*, Sir."
- (iii) Indeed, his remark was *most absolutely true—so far as it went*.
- (iv) I wonder *when in the world* you're going to do anything, Rudolf?" Said my brother's wife.
- (v) "Oh! of course he *can't help his hair*," admitted Rose.
- (vi) I laughed and *went on with my egg*.
- (vii) However I was *in for it* now.
- (viii) *Far be it from me* to contradict the King.
- (ix) "Well," said Sapt puffing away, "*it wouldn't be exactly inconvenient* for Black Michael if you disappeared. *With you gone*, the old game that we stopped would be played—or he'd *have a shot at it*."
- (x) I can *take care of myself*.

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Absolute Milan. Me, poor man,—my library

Was dukedom large enough : of temporal royalties
 He thinks me now incapable ; confederates,—
 So dry he was for sway,—wi' the King of Naples
 To give him annual tribute, do him homage ;
 Subject his coronet to his crown, and bend
 The dukedom, yet unbow'd—alas, poor Milan !
 To most ignoble stooping.

2. Contrast Ariel and Caliban. Quote wherever possible in your answer.
3. There are four scenes in which Caliban, Trinculo and Stephano appear together—
 Act II, Sc. ii, Act III, Sc. ii, Act IV, Sc. i, Act V, Sc. i.
 Describe the doings of these three and their part in the play.
4. Write a character sketch of Miranda.
5. Write notes on the following with regard to context, meaning, and interest.
 Comment also on the words in italics:—
 - (a) "Be not afraid, the isle is full of noises,
 Sounds, and sweet airs, that give delight and hurt not."
 - (b) "Hast thou, *which art but air*, a touch, a feeling
 Of their afflictions, and shall not myself,
 One of their kind, that relish all as sharply,
Pasion'd as they, be kindlier mov'd than thou art?"
 - (c) "*The ditty does remember my drown'd father.*
 This is no mortal business, nor no sound
 That the earth owes; I hear it now above me"
 - (d) "The latter end of *his commonwealth* forgets the beginning."
 - (e)....."Graves at my command.
 Have waked their sleepers, oped, and let them forth.
By my so potent art."
6. Try to describe Prospero's enchanted island.
7. Describe fully, and very carefully, any one scene of the play you like very
 much Give reasons for your choice.

ESSAY AND GENERAL KNOWLEDGE.

(All candidates must attempt question one and four others.)

- I. Select *one* of the following subjects and write about it in any way you like:—
 - (a) On getting up early on a cold morning.
 - (b) A character sketch of somebody living or working in your college compound.
 - (c) The advantages and disadvantages of having many clothes.
 - (d) The Cinematograph.
- II. What do you understand by Dominion Home Rule, and what part do you think the Indian Princes and Chiefs would play in India with full dominion status?
- III. Write notes on the following:—
 - (i) Lord Northcliffe, (ii) Lord Lytton, (iii) Sir J. C. Bose, (iv) His Highness the Maharajah of Bikaner, (v) The Hon'ble Mr. Srinavasa Sastri.

IV. What are the Turks and the Greeks fighting about?

V. Show that plants, like animals, perform living functions.

VI. Write notes on:—

- (i) A Brigade of troops. (ii) A limited liability company. (iii) Customs and Excise. (iv) An Election Petition. (v) The India Council.

VII. How do you imagine wireless signals are sent from one station to another? How are the letters of the alphabet obtained from these signals?

TRANSLATION.

Translation—Hindi into English.

पंजाब को जान लारन्स और हनरी लारन्स जैसे मनुष्यों के सबब सफलता हुई और हो रही है। इन दोनों भइयों की यह चाह थी कि जितने देश के निवासी राज में सेवक रखे जा सकें रखे जावें। परन्तु सच्चा अभिप्राय यह था कि जो लोग सेवक रखे जावें इनको लोगों की भलाई मंजूर हो—न कि खुद की। दूसरे यह कि जमीन का लगान जहाँ तक होसके थोड़ा और ठीक लगाया जाय कि एक एक मनुष्य अपनी कमाई के अनुसार महसूल दिया करे। यह भी नहीं भूलना चाहिये कि यह बात केवल अनुमान न थी वरन बन्दोबस्त के आफीसर इस पर काम करते थे। इन्होंने पुलिस को चतुर चौकस और गुनवान बनाने का यत्न किया और डाकुओं का बन्दोबस्त किया। परन्तु पुलिस को यह अधिकार न था कि लोगों के कारज में हाथ डालें। इनका यह अभिप्राय था कि सब मुकदमों की जो मजिस्ट्रेटों के सामने कचहरी में आवें सोच विचार से सुनाई की जावे कि सच्चाई खुल जाय और दरिद्रियों और मालदारों के साथ एकसा न्याय हो ॥

Translation—Urdu into English.

پنجاب کو جان لارنس اور ہنری لارنس جیسے شخصوں کے سبب خوشحالی نصیب ہوئی اور ہو رہی ہے۔ ان دونوں بھائیوں کا یہ ہی مدعا تھا کہ جس قدر ملک کے اصلی باشندے سلطنت میں ملازم رکھے جائیں مگر اصلی غرض یہ تھی کہ جو لوگ ملازم رکھے جائیں ان کو لوگوں کی بھلائی منظور ہو۔ نہ کہ خود کی۔ دوم یہ کہ زمین کا لگان تھورا اور آہیک لگایا جائے تاکہ ہر ایک آدمی اپنی آمدنی کے موافق محصول ادا کرے۔ یہ بھی نہیں بھولنا چاہیئے کہ یہ بات محض خیالی نہ تھی بلکہ بندوبست کے انسر اس پر عمل در آمد کرتے تھے انہوں نے پولیس کو چست و چالاک اور لائق بنانے کی کوشش کی اور ڈاکوؤں کا بندوبست کیا۔ لیکن پولیس کو یہ اختیار نہ تھا کہ لوگوں کے معاملہ میں مداخلت کرے۔ ان کی یہ غرض تھی کہ تمام مقدمات کی کہ جو مجسٹریٹوں کے روپر و عدالت میں پیش ہوں غور سے سماعت کی جائے۔ تاکہ سچائی معلوم ہو جاوے اور غریبوں اور امیڑوں کے ساتھ یکساں انصاف ہو۔

ENGLISH HISTORY.

(Only six questions to be attempted in all and at least two from each part.)

PART I.

I. What were the effects of the Conquest of England by William of Normandy on,—
(a) The English Language, (b) The Church in England, (c) The Great Landowners,
(d) English Social Life?

II. Describe in any way you can *two* of the following:—

- (i) A Norman Castle, (ii) A Monastery in the 13th century, (iii) The Signing of Magna Charta at Runnymede by King John, (iv) The Battle of Crecy, (v) The Battle of Sluys.

III. What do you understand by the following:—

- (i) A Papal Bull, (ii) A Fief, (iii) Treason, (iv) A Jury, (v) A Bishop, (vi) An Abbot, (vii) A Friar, (viii) A Statute.

IV. Briefly show how the English Kings lost their possessions in France. Draw a rough sketch map showing these possessions at their greatest extent.

V. Why are the reigns of Henry III and Edward I so important in English History?

VI. Write down briefly your ideas of the following:—(i) A Chartered Company, (ii) A Puritan, (iii) A Spanish Galleon, (iv) A Jesuit, (v) A Presbyterian.

VII. Sketch the history of the Great Rebellion, and show that Cromwell's policy and principles were thoroughly unconstitutional and likely to end in failure.

PART II.

VIII. What important features of the working of the Modern English constitution developed in the 18th century?

IX. Sketch the gradual settlement of North America by European peoples, and indicate by a sketch map the extent to which that continent had been opened up by 1783.

X. What were the chief problems created in England by the Industrial Revolution? Indicate briefly what attempts were made in the nineteenth century towards solving these great social and economic questions.

XI. Give an account of the discovery and exploration of Australia and New Zealand.

XII. How are the following countries governed, and what connection have they with the Imperial Parliament?

- (i) Canada, (ii) Kenya Colony, (iii) The Kingdom of Iraq, (iv) The Punjab, (v) Ireland, (vi) Hyderabad.

XIII. Write short biographies of *two* of the following:—

- (i) Lord Beaconsfield, (ii) the Duke of Wellington, (iii) Lord Palmerston, (iv) Lord Roberts.

INDIAN HISTORY.

(Not more than six questions to be attempted, of these at least two should be from each part of the paper.)

PART I.

I. Give an account of the Administration and methods of Government of Chandragupta Maurya. How far is it true to say that he made possible the great achievements of Ashoka?

II. Write notes on : —

(i) Pataliputra, (ii) Artha Sastra (iii) the Inscriptions of Asoka, (iv) Kanishka.

III. Compare Asoka and Akbar.

IV. "Whatever be the view taken of the personal character of Shahjahan or the efficiency of his administration, it can hardly be disputed that his reign marks the climax of the Mogul dynasty and Empire." Explain and criticise the above. (Note:—You are not compelled to agree with the statement.)

V. Write a short biography of either, (a) Aurangzeb or (b) Sivaji.

PART II.

VI. "In 1780—1 the fortunes of the English in India had fallen to their lowest water mark." Explain fully.

VII. Draw a sketch map showing the most important States and places about the year 1795.

VIII. How did the following territories become part of British India?

(a) Bengal, (b) Sind, (c) Oudh, (d) Satara, (e) Punjab.

IX. Give reasons for the statement that Wellesley was one of the greatest British rulers of India.

X. Sketch the history of the Indian National Congress from the beginning of its organisation to the outbreak of the Great War in 1914.

GEOGRAPHY.

1. Draw a sketch map of India and on it mark the principal towns through which you would pass and the physical features you would notice in travelling from Ajmere to Rangoon.

2. From what places or districts are the following obtained:—

Raw Cotton, Raw Rubber, Pearls, Tea, Steel, Carpets, Cotton goods, Rubies, Wool, Indigo?

3. On the accompanying sketch map of the world mark the following places and say why each is famous:—

Gibraltar, New York, Port Said, Pekin, The Moluccas, Paris, Singapore, Hobart, Kimberley, Quebec.

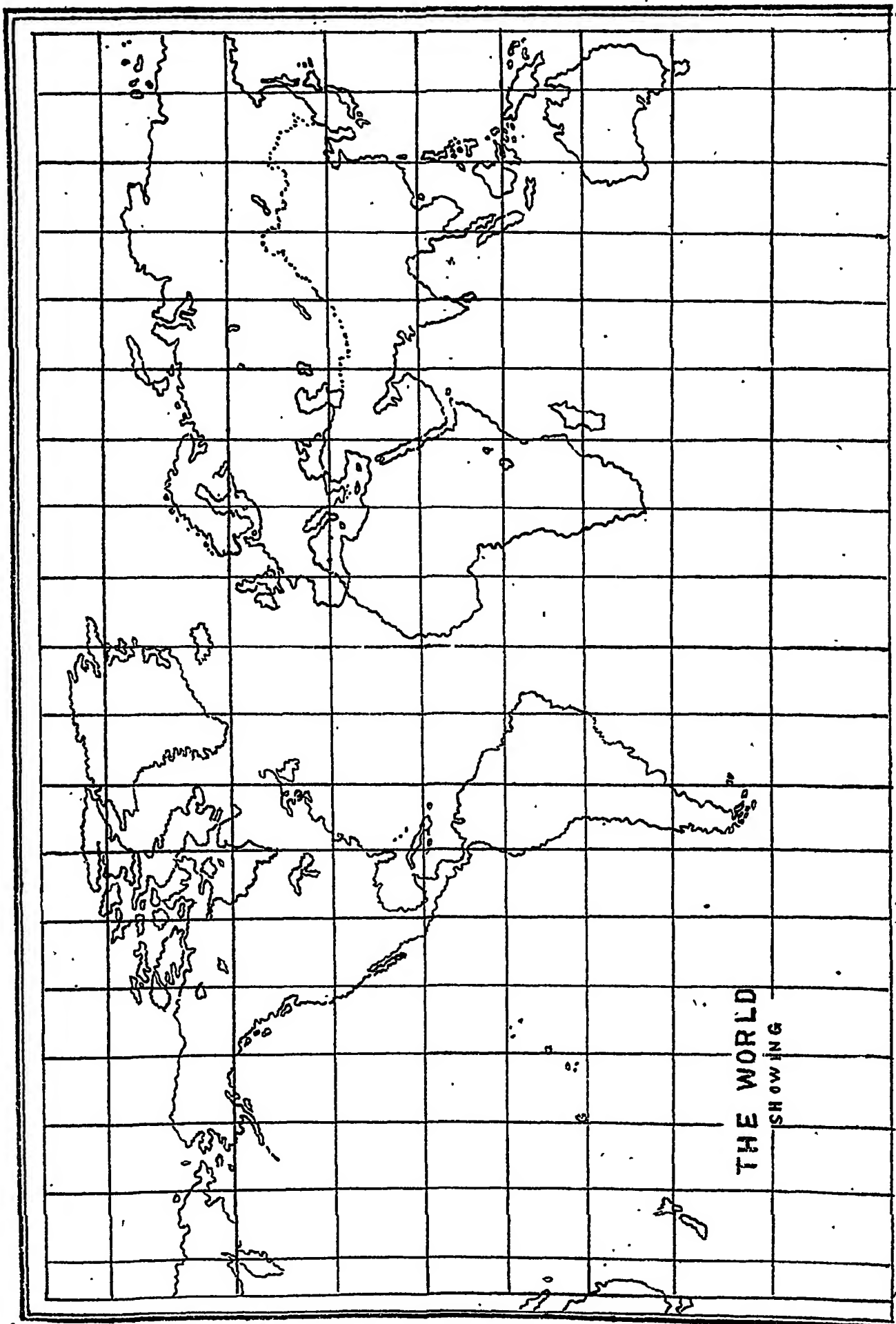
4. Give an account of the climate of India and show on a rough sketch map the varying vegetable products of the country.

5. On the accompanying sketch map of the world mark:—

The course of the South-west monsoon. The important Straits of Europe and Asia, the highest mountain in Asia and America, the natural boundaries of India.

6. Discuss the inter-dependence of India and England as regards trade.

7. What differences are there between the Indus and the Ganges? What effect have these differences on the districts through which they flow and on the people of these districts.



ARITHMETIC.

1. (a) Simplify $\frac{2}{3+5-\frac{4}{7}}$

(b) Find the value of 0.384375 of Rs. 75 to the nearest pie.

2. Two square fields have sides 882 ft. 6 ins. and 881 ft. 6 ins. long respectively. Find the length of the side of a square field equal in area to their difference.

3. A and B start together to ride round a track $1\frac{1}{2}$ miles in circumference. A rides at the rate of 15 miles an hour and B at 10 miles an hour. When and where will A and B be together again.

4. A has Rs. 10,000. He buys a car for Rs. 6,000 and invests the remainder at 6 per cent. compound interest. He calculates that he saves in travelling expenses at the rate of Rs. 500 per annum as the result of his investment in the car. What is the total increase in his capital at the end of two years as the result of these investments allowing for a 10 per cent. depreciation in the value of the car?

5. A person invests Rs. 25,935 in 5 per cent. stock at 90. What income will he get?

6. A man bequeathed $\frac{1}{2}$ of his estate to one son, $\frac{1}{4}$ of the remainder to another son and the balance to his widow. The children's shares differ by Rs. 1,320. Find the widow's share.

7. By selling a horse for Rs. 550 a person lost 6 per cent. How much per cent. would he have lost or gained if he had sold it for Rs. 720?

HINDI.—Paper I.

N.B.—Answers must be in Hindi.

I. Narrate in brief the story of Yudhishthara's sacrifice (यज्ञ) and the death of Shishupal.

II. क्यों, इसका समाधान कौन करेगा ? चांदनी रात है—नदी की रेत में चांदनी हंसते हंसते लोट रही है। नीली साड़ी से जिसका आधा अंग ढका हुआ हो उस सुन्दरी की तरह शीर्ष शरीर वाली नील-जल-मयी नदी उस रेत को घेरे हुए बहती हुई चली जा रही है। सड़क पर आनन्द ही आनन्द दिखाई देता है—लड़की, लड़के, जवान, औरत, मर्द, प्रौढ़ और बुढ़ी स्त्रियों, सब निर्मल उज्ज्वल चन्द्रमा की किरणों में नहाकर आनन्द मना रहे हैं। मैं ही केवल आनन्द से खाली हूँ—इसी कारण शायद इस संगीत से मेरे हृदय की वीणा थो वज उठी है।

Give with reference to the context the substance of the above paragraph, explaining the words and phrases underlined, and also the Simile in the second sentence.

III. Make use of the following proverbs, idioms or expressions in sentences of your own:—

‘तीन तेरह होगये’, ‘अंधे के हाथ बदेर लगी’, ‘मुल्ला की दौड़ मसजिद तक’, ‘राम राम कहकर रात कटी’ and ‘भटा भाजी एक भाव’।

- IV. (a) 'सुनिये विटप प्रभु पुटुप तिहारे हम,
 हमें राखिये तो शोभा रावरी बढाय हैं ।
 तनिये हरप तो विरष ते न चारो कछु,
 जहां जहां जाय तहां दूनी छवि पाय हैं ॥
 सुरन चढ़े सुर नरन चढ़े शीश,
 सुकवि रहीम हाथ ही हाथ बिकाय हैं ।
 देश में रहेंगे परदेश में रहेंगे,
 काहू भेष में रहेंगे पै रावरे कहाय हैं ॥

Explain the meaning of the above. Why is the stanza called अन्योक्ति ?

- (b) कनक कनक तै सौ गुनी, मादकता अधिकाय ।
 वह खाये बौरात है, यह पाये बौराय ॥
 अति अगाध अति औथरी, नदी कूप सरबाय ।
 सो ताको सागर जहां, जाकी प्यास बुझाय ॥

Explain the meaning of the Dohas given above.

- (c) निकसत म्यान ते मयूखें प्रलय भानु कैसी
 फारैं तम ताम से गयन्दन के जाल को ।
 लागत लपटि कण्ठ वैरिन के नागिनी सी
 रुद्रहि रिझावै दै दै मुण्डन के माल को ।
 लाल छितिपाल छत्र साल महाबाहु बली
 कहां लौ बखान करौ तेरी करवाल को ।
 प्रतिभट कटक कटीले केते काटि काटि
 कालिकासी किलकि कलेज देति काल को ॥

Rewrite the above in prose order adding words which are understood and giving within brackets the meanings of the words underlined. What kind of अनुप्रास have we in the कवित्त and what effect the अनुप्रास has on your mind ?

- (d) जानेउ मरम राउ हंसि कहई । तुम्हहि कोहाव परम प्रिय अहई ॥
 थाती राखि न माँगहु काऊ । बिसरि गयउ मोहि भोर सुभाऊ ॥
 भूवेहु हमहि दोस जनि देहु । दुइ कै चारि माँगि किन लेहु ॥
 रघुकुल रीति सदा चल आई । मान जाहु बरु बचनु न जाई ॥

Give the paraphrase of the above.

- (e) तुरग नचावहि कुअर बर, अकनि मृदंग निसान ।
 नागर नट चितवहि चकित, डगहि न ताल बंधान ॥

Explain the stanza given above.

- V. (a) Form nouns from खड़ा, मीठा, दौड़ना and रोकना ।

- (b) Write four sentences making use of the verb 'ठहरना' in the संदिग्ध वर्तमान, आसन्न, भूत, हेतुहेतुपद्भूत, and सामान्य भविष्यत tenses respectively.

(c) Explain the Samasas in the following words:—

धीड़भाड़, यथास्थान, महादेव, रामकहानी, घी-शकर, चन्द्रमुख ।

(d) Decline the word मैं in the singular only.

VI. (a) Give the analysis of the following sentence:—

“अब जान पड़ा कि इस संसार चक्र में चढ़ने वाले को फिर वहीं लौट आना पड़ता है जहां से वह चला था; जिस समय वह सोचता है कि मैं आगे बढ़ रहा हूं, उस समय वह यथार्थ में चक्कर ही खाता है” ।

(b) Parse the underlined words in the above sentence.

HINDI—PAPER 2.

I. Translate into Hindi:—

This parted us, and then I was happy to find that the bystanders were in my favour, for they expressed their contempt of the skill of the physician, whose only object was to obtain money without doing his patients any good, while they looked upon me as a divine person, who in my handwriting alone possessed the power of curing all manner of disease.

The doctor, seeing how ill matters were going for him, stole away with the best face he could; but before he left the room, he stooped down, and collecting as many of the hairs of his beard, which I had plucked from him, as he could find, to which he cunningly added some of my own hair, he brandished them in my face, saying: “We shall see on whose side the laugh will be when you are brought before the Cadi to-morrow, for beards are worth a ducat per hair in Tehran; and I doubt, with all your talismans, whether you can buy those that I hold in my hand.”

II. Write an essay in Hindi on any one of the following subjects:—

- The character of Dashrath as seen from the Ayodhia Kand of the Ramayan.
- Description of the College or School where you are studying.
- Description of a good Hockey, Cricket, Polo or Football match you may have seen.

URDU—PAPER 1.

I. Bring out clearly the meaning of the following extracts explaining the words and phrases overlined:—

(a) علم موسیقی میں یہ کمال ہم پہونچایا اس طرح کا دھڑپ خیال تپہ گایا اور بنایا کہ کبھی کسی کے وہم و خیال میں نہ آیا تھا ایک رنگین احاطہ کہینچا ہے جو اس میں آیا پہولا پہلا وہ ان کا پیرو ہوا اور جس نے دھنگ جدا کیا وہ نکسال باہر بد رنگ ہوا۔ اگر تانسین جیتا ہوتا ان کے نام پر کان پکرتا بیہک مانگ کہاتا مگر نہ گاتا۔

(b) ایسی قدر دان اور عالیشان سلطنتوں میں علما و شعرا اور عام اہل کمال کا کیا تھکانا تھا ہزاروں آدمی جمع تھے۔ مگر بادشاہ کی طبیعت کو رنگینی پر مائل دیکھ کر شب رنگین ہو گئے موزوں طبع۔ لطیفہ گو نوجوان آکر مصاحبت میں داخل ہوئے بلکہ پرانے بدھ سر سے پاؤں تک خضاب ہو گئے۔ اسی عالم میں بادشاہ خود بھی شعر کہتے تھے۔

(c) تخیل در اصل قوت اختراع کا نام ہے۔ عام لوگوں کے نزدیک منطق یا فلسفہ کا موجد صاحب تخیل نہیں کہا جاسکتا۔ بلکہ اگر خود کسی فلسفہ دان کو اس لقب سے خطاب کیا جائے تو اس کو عار آئے گا۔ لیکن حقیقت یہ ہے کہ فلسفہ اور شاعری میں قوت تخیل کی یکساں ضرورت ہے۔ یہ ہی قوت تخیل ہے جو ایک طرف فلسفہ میں ایجاد اور انکشاف مسائل کا کام دیتی ہے اور دوسری طرف شاعری میں شاعرانہ مضامین پیدا کرتی ہے۔

(d) شام سے کچھ بچھا سا رہتا ہے دل ہوا ہے چراغ مفلس کا

(e)

نہ تھا کچھ تو خدا تھا کچھ نہ ہوتا تو خدا ہوتا
دبویا مجھ کو ہونے سے نہ ہوتا میں تو کیا ہوتا
بجلی گوی کہ فوج پہ تیغ دوسر گری
کت کر کسی کی تیغ کسی سپر گری
چمکی کبھی فلک پہ کبھی فرق پر گری
سر تکت کر ادھر سے جو آئی ادھر گری
زرہیں تنوں میں مثل کفن چاک ہو گئیں
اک ان میں صفیں کی صفیں خاک ہو گئیں

(f)

سب کہاں کچھ لالہ و گل میں نمایاں ہو گئیں
خاک میں کیا صورتیں ہونگی کہ پنہاں ہو گئیں
یاد تھیں ہم کو یہی رنگا رنگ بزم آرزیاں
لیکن اب نقش و نگار طاق نسیاں ہو گئیں
رنج سے خوگر ہوا انسان تو مٹ جاتا ہے رنج
مشکلیں مجھ پر پڑیں اتنی کہ آسان ہو گئیں

II. Give the meaning of the following idiomatic expressions and frame short sentences illustrating their use:—

(a) اونگھتے کو تھیلے کا بہانہ

(b) تقدیر کا لڑ جانا

(c) دل پکڑ لینا

(d) گوشت سے ناخن جدا کرنا

III. Write short notes on the lives of آزاد and غالب

IV. Give the gender of the following words:—

جمہور—نشست—تار—کمیتی—راہ—قلم

V. Parse each word and analyse the following verse:—

سارے جہاں سے اچھا ہندوستان ہمارا
ہم بلبلین ہیں اسکی یہ گلستاں ہمارا

URDU-PAPER, 2.

1. Translate the following passages into idiomatic Urdu:—

(a) Why does a slate pencil write? The kind of pencil that we use to write on slate writes simply because the slate is hard enough to rub it down when it is pressed. Paper is not hard enough to do this; if we press very hard we only tear the paper. We not only require hardness, but also a certain degree of roughness, to enable us to write. Neither an ordinary pencil nor a slate pencil will write on glass, because the glass is so smooth that there is no friction enough to rub off the tip of the pencil as we move it.

(b) A man who was very proud of the horse he had charge of spent hours every day brushing its coat. But the man was not honest. He used to sell the horse's food and keep the money, and the animal soon began to grow thin, making the man angry. "It is no use being angry with me," said the horse. "If you want me to be a fine horse you must give me the food you are stealing from your master?"

2. Write an essay on any one of the following subjects, in idiomatic Urdu:—

- (1) Modern Urdu Literature.
- (2) The Starry heavens.
- (3) The awakening of India.

SCIENCE.

1. How may the relative densities of two liquids be determined? If no balance were available how would you determine the relative densities of water and linseed oil?

2. What is meant by the specific heat of a substance? From the following figures calculate the specific heat of the metal:—

Mass of water	...	...	...	...	... = 38.0 grs.
Water equivalent of calorimeter	...	...	...	...	... = 2.0 grs.
Mass of metal	...	...	...	...	... = 20.0 grs.
Initial temperature of water	...	...	...	...	... = 31° C.
Initial temperature of metal	...	...	...	...	... = 99° C.
Final temperature of water and metal	...	...	...	...	... = 34° C.

3. Draw a diagram representing the formation of an image by reflection from a concave, spherical mirror. How would you determine experimentally the focal length of such a mirror?

4. What are the properties of a magnet? Given two straight magnets of the same mass and dimensions suggest methods for comparing the strengths of their magnetisation.

5. By what methods may an electric current be produced? Give as far as you can the principles of the electrical arrangements in a motor car.

6. What takes place when magnesium burns in air? Describe experiments which support your views.

7. Describe the preparation and uses of hydrogen. Can you give any reasons for supposing that when a solution of an acid in water acts on magnesium the gas evolved comes from the acid and not from the water or the metal?

SANSKRIT—I.

I. Translate into English:—

- (a) अहमत्र गंगातीरे नित्यस्नानी निरामिपो ब्रह्मचारी चान्द्रायणव्रतमाचरंस्तिष्ठामि । युष्मांश्च धर्मज्ञानं ममदिश्वासभूषयः पक्षिणः सर्वे सर्वदा प्रस्तुवन्ति अतो भवद्भ्यो विद्यावयोवृद्धेभ्यो धर्मं श्रोतुमहमिहागतः ।
- (b) तदनागतावेक्षां करोमि । परालक्ष्यस्थाने विचानि धारयामीति परामृश्य तथा कृतवन् । ततो दुर्भिक्षे स परिवारान् मर्दानेन विना अयमाणान् पश्यन्नपि कस्मैचित् किमपि न ददौ । किञ्च परिवारैः कण्ठगतप्राणैर्याच्यमानः पद्ममिदं पपाठ ।
- (c) ततः संख्यातुपारब्धं मद्दशदशमेपदे ।
तस्य दष्टस्य तद्रूपं क्षिप्रमन्तरधीयत ॥
स दृष्ट्वा विस्मितस्तस्यावात्मानं विकृतं नलः ।
स्वरूपधारिणं नागं ददर्श स महीपतिः ॥
- (d) सौहार्दं चापि मे त्वत्तो न काचित्प्रहास्यति ।
पुष्करं त्वं हि मे भ्राता सज्जीव शरदः शतम् ॥
एवं नलः सान्त्वयित्वा भ्रातरं सत्यविक्रमः ।
वचनैस्तोषयामास परिष्वज्य पुनः पुनः ॥

II. Dissolve the compounds:—

विद्यावयोवृद्धेभ्यः, कण्ठगतप्राणैः, महीपतिः, सत्यविक्रमः ।

III. (a) Rewrite in prose order the second verse in Question I (c) and

(b) Turn into the passive form:—अहं गंगातीरे तिष्ठामि ।

IV. Correct the following sentences.

त्वं कुत्र आगच्छति, काकमृगाः आगतौ, अनेन राज्ञौ अप्राधः कृतम्, मम मित्राणि गताः ।

V. Decline इदम् (masculine gender), नदी, पितृ, युष्मद्, and जगत् ।

VI. Write in all persons and numbers the potential (विधिलिङ्) of स्था, the imperfect (लङ्) of जन्, the imperative (लोट्) of प्रच्छ्, the present (लट्) of दा, and perfect (लिट्) of पठ ।

SANSKRIT—II.

I. Translate into English:—

- (a) जालुभ्यां पादाभ्यां पाणिभ्यामुरसा बुद्ध्या शिरसा वचसा दृष्ट्या च प्रणामः साष्टाङ्गः प्रणामः कथ्यते ।
- (b) सहस्रगुणगुत्सष्टमादत्ते हि रसं रविः ।

(c) बन्धनानि खलु सन्ति बहूनि प्रेमबन्धनसमं न हि किञ्चित् ।

(d) गुणा गुणज्ञेषु गुणा भवन्ति, ते निर्गुणं प्राप्य भवन्ति दोषाः ।

(e) नष्टं मृतमतिक्रान्तं नानुशोचन्ति पण्डिताः ।

पण्डितानां च मूर्खाणां विशेषोऽयं यतः स्मृतः ॥

(f) शीतलं तोयं पीत्वा पिपासार्तः स नृपः सुसुखो बभूव ।

ततस्ते मुनयो निस्तोयं कलशं दृष्ट्वा कस्येदं कर्मेति पर्यपृच्छन् ॥

11: Translate into Sanskrit:—

(a) Whence did you get these tasteful fruits ?

(b) A friend in need is a friend indeed.

(c) I am very anxious to hear the story from the very beginning.

(d) There was a terrible fight between the Pandayas and Kauravas for eighteen days. In the end, the Kauravas were defeated.

(e) Men breathe with difficulty on the tops of high mountains.

(f) A few days ago, I met an extremely lazy man, who remained in bed for sixteen hours.

PERSIAN PAPER 1.

I. Translate the following passages into your vernacular, adding explanatory notes where necessary:—

یک دیگر در آج است این مخصوص هندوستان نیست در ولایت های گرم سیر همه جامی شود-اما چون بعضی جنس او غیر از هندوستان در جای دیگر نمی شود این را به این تقریب ذکر کردم جنة دراج برابر کیکلک یعنی کبک دری بوده باشد-رنگ پشت او مثل رنگ ماده مرغ دشتی است گلو و سینۀ او سیاه است-سفید سفید خالها دارد در هر دو طرف هر دو چشم او خط سرخ افتاده—

فرزند عالیجاه! در احمد آباد میر عرب درویش را دیده اند البته باز بروند و سلام این شرمندۀ عقبی طالب دنیا را ابلاغ نمایند و خیر عواقب امور و سلامتی ایمان از دل و جان مسألت کنند و بگویند که نزدیکی باجل و دوری از حسن عمل-عمر این غافل بیکاصل گذشت و قدری که مانده نیز لا حاصل می رود قدم حیات پیش میبرد و فکر نجات پس سر— آنچه ما کردیم بر خود هیچ نایبنا نه کرد در میان خانه کم کردیم صاحب خانه را

باید که از بدنامی بخل دعا را مساکب اجترار نماید که مرد بخیل در دنیا بدنام بود- و دنیا دار ممسک بهمه وقت مطعون و دشمن کام بود-و مال بخیل در عاقبت هدف تیر تاراج و تلف خورد-چنانچه مثلاً خویش بزرگ که پیوسته از چند جوی آب درو می آید

و باندازد مدخل مخبرچے نداشته باشد لابد از ہر طرف جوید و از ہر گوشہ بیرون آید و رخشاں در دیوار وے افتد و آخر الامر بدان رسد کہ یکبارگی نابود و ویراں شدہ آہا در اطراف و جوانب پراکنده گردد۔

II. Translate the following into your vernacular, making the meanings quite clear:—

سکینه خانم۔ اقا سلمان! خود تان می دانید کہ ہفت و ہشت ماہ قبل از و با تمام مردم گریختہ متفرق شدہ بودند حاجی غفور مرد با توکلہ بود میگفت من جائے نخواہم رفت۔ اما برای احتیاط شصت ہزار تومان پول موجود میان صندوقہا با ثبوت و شاہد بود بخانہ حاکم شرع و سپرد کہ ”احیاناً بمیرم بعد ہوارث شعی من بدہ“۔ حاکم شرع ہماں مبلغ را برداشتہ مثل سایر مردم از شہر بیرون رفت۔

III. Explain the following verses into your vernacular:—

(a) مرد باید کہ ہر کجا باشد عزت خویشتن نگہدارد
خود پستندی و اہلی نکند ہرچہ کبر و منی است بگذارد
(b) ہمہ کس را ز خویش بہ داند ہیچ کس را حقیر نشمارد
روشنلای صاف دروں را خلل بود در کار خلق چشم کشادن بخیر و شر
پوشیدہ نیست نزد ہمہ کس کہ طاس را سوراخ عیب باشد و غریبال را ہنر
(c) گر ہمہ علم عالمت باشد بے عمل مدعی و کذاب
پیش مرداں آفتاب صفت باضانت چو کرم شب تاب
پیر گشتی و رہ نداشتی تو نہ پیری طفل کتابی

IV. Write short note in Persian on the life of شیرازی سعدی

V. Give the feminine forms of:—

خان۔ خروس۔ اسپ۔ بندہ۔ خواجہ۔

VI. What are the different kinds of اضافت in the following:—

چمن خوبی۔ گنج قارون۔ گل گلستان۔

VII. Analyse according to Persian Grammar:—

گاواں و خراں بار بردار بہ از آدمیان مردم آزار

PERSIAN PAPER 2.

I. Translate the following into English:—

کمیل صاحب در زمستان ہزار و ہشتصد و ہشت عیسوی در ایران بود۔ او حکایت میکند کہ در بہست اکتوبر برف سنگینی افتاد کہ تمام اطراف را فرورگرفت۔ لیکن طولے نکشید کہ ہوا صاف و برفا آب شد۔ تاوسط دسمبر دیگر سرمائے سخت نداشتیم۔ در جنوری سرما بشدت

شد که در وقت نهار آبایکه در جام میریختند فوراً منجمد می شد-مرکب در دوات یخ می بست با اینکه میز نوشتن قریب بآتش گذاشته بود-در آخر فروری هوا ملأ شد لیکن در اول مئی برف افتاد و هوا چنان سرد شد که همه نباتات را خراب کرد-بعد ازل گرمائی شدید شده چنانچه در پانزدهم جولائی غله را درو کردند—

مشهور است که شخص هندوستانی با ایرانی در باب آب و هوا مملکت خود گفتگو میکردند و هر یک ملک خود را ترجیح می داد مرد هندوستان گفت شما ایرانی ها نه درخت دارید که در تابستان از تابش آفتاب بدان پناه برید و نه هیزمی که در زمستان دهن زحمت سرما بدان نمائید-و در حقیقت راست گفته—

11. Translate into Persian:—

The story is told that one day a man went to the slavemarket to sell a slave.

As he was standing there a young man came up to him and said, "Is that slave for sale?"

"Yes," said the owner; "he is for sale."

"And how much do you want for him?" continued the young man.

"I will sell him for three hundred and fifty rupees," replied the owner.

"That is not very dear," said the young man; "he looks strong and healthy, and ought to be able to do a lot of work. Is there anything wrong with him?"

"Well," replied the owner, "he is a strong, healthy man as you say, and can do a lot of work, but he has one serious fault."

"What is that?" asked the would-be buyer.

"He has a very bad habit of back-biting."

LAW.

I. (a) Define "Custom" and "Law."

(b) How is "Custom" connected with "Law"?

(c) In what respect does "Custom" differ from "Law"?

(d) How does Custom grow and become binding?

(e) How does Law come into existence?

II. What do you understand by the dictum—

"Penal law is of gradual growth."

Explain why it is so.

III. Define "a complaint."

Describe briefly the procedure for the trial of warrant cases and state the difference between "discharge" and "acquittal."

IV. Define and explain the phrases and terms noted below:—

"Examination-in-chief," "Cross-examination," "Re-examination," "Hearsay evidence," "Leading question," "Issues," "Plaint," "Decree," "Execution," and "A bill."

V. What are the common ingredients of the offences noted below and what are their distinguishing features:—

"Bribery" and "Cheating".

"Extortion" and "Bribery".

"Cheating" and "Extortion".

"Extortion" and "Robbery".

"Criminal misappropriation" and "Criminal breach of trust".

VI. Enumerate all the offences:—

(a) against the person,

(b) directly affecting the public,

(c) by public servants.

VII. A.—Explain and discuss fully all the substantial questions on which the Bengal School of Hindu Law differs from the Schools of Hindu Law prevalent in other parts of India.

B.—What is the status of an adopted son, after the birth of a son according to the principles of Hindu Law prevalent in Bengal, United Provinces of Agra and Oudh, Bombay and Madras, respectively?

VIII. (1) What persons is a Hindu bound to maintain?

(2) Under what circumstances can a wife demand maintenance from her husband?

(3) What should be the guiding principles in determining the amount of maintenance allowed to a wife?

(4) How far is a Hindu under obligation to maintain his own son and his brother's son respectively?

IX. (i) What are the essentials of the validity of marriage according to Mohammadan Law.

(ii) What are the special features of distinction—

(a) between Hindu and Mohammadan marriage.

(b) between Shia and Sunni marriage.

(iii) Enumerate the mutual obligations of Mohammadan husband and wife towards each other.

X. Define the terms "Mutawali" and "Wakif?"

Who can appoint a mutawali?

Who can remove a mutawali and on what grounds?

LAND REVENUE AND SURVEYING.

1. From whom is the Excise revenue taken and with what object?
2. Why is the system of Dhauns considered objectionable?
3. What do you mean by irrigation? Mention the various ways in which land is irrigated in India?
4. How can any field be made into a tank?
5. What is a Khewat Register?
6. How do you distinguish a 'personal hereditary Muafi grant' from a 'life Muafi grant'?
7. Who is responsible for the correction of field maps and how should he correct them?
8. Draw a plan from the following measurements on a scale 100 links to an inch:—

Links.		
	O D	
	800	
E 250	500	
	400	350 C
F 150	100	
	75	100 B.
	O A	

GEOMETRY.

1. A B C is a triangle having A C=B C and C E bisects the exterior angle A C D. Prove that C E is parallel to A B.
2. Each of the three sides of a triangle is produced in both directions. Prove that the sum of the nine additional angles so formed is equal to ten right angles.
3. Prove that the bisectors of the angles of a triangle meet in a point.
4. On the same base A B and on the same side of it two triangles A B C and A B D are drawn having the angles at C and D equal to each other. Prove that the points A, B, C and D lie on the circumference of a circle.
5. In the segment A C D B of a circle two equal chords A C and B D are drawn. Prove that the angle C A B=the angle D B A and the angle C B A=the angle D A B.
6. Prove that if a straight line is drawn parallel to one side of a triangle the other two sides are divided proportionally.
7. Give a geometrical proof of the identity.

$$a^2 - b^2 = (a+b)(a-b).$$

8. A B is a straight line and P any point such that the angle A P B=60°. Draw the locus of the point P and prove your construction.

ALGEBRA.

1. (a) Show that the factors of $x^3 - 37x - 84$ are $x+3$, $x+4$, and -7 .
 (b) Find the factors of $a^4 - 3a^3 - a^2b + 3a^2b$.
2. (a) Show that the straight lines represented by the equations $2x = 3y + 14$, $3x + y = 10$, $x + 2y = 0$, meet in a point, and find its co-ordinates.
 (b) Show that the points $(3, -4)$, $(9, 4)$, $(12, 8)$ lie on a straight line, and find its equation.
3. (a) How many miles can a person walk in 75 minutes if he walks x miles in y hours?
 (b) If $x=2$, $y=3$, $z=4$ write down algebraically the numbers 234 and $23 \cdot 4$.
4. Solve the equations—
 (a) $\frac{3x-1}{4} - \frac{1}{2}(x+1) = x+1 - \frac{1}{6}(5x+3)$.
 (b) $\frac{5}{x} - 3y = 1$, $\frac{3}{x} + 5y = 21$.
5. Find two numbers differing by 3, such that the sum of their squares is 117.
6. A's age is equal to the sum of the ages of B and C. Ten years ago A was twice as old as B. Show that ten years hence A will be twice as old as C.
7. Simplify:—

$$\frac{x^2 + 2xy + y^2 - a^2}{y^2 - c^2 + 2cx - x^2} \times \frac{y^2 - 2xy + x^2 - c^2}{(y-c)^2 - x^2} \div \frac{x+y+a}{y+x-c}$$

RESULTS
OF ALL THE
CHIEFS' COLLEGES.

ANNEXURE

Chiefs' College Diploma

Roll No.	NAME.	ENGLISH					HISTORY AND GEOGRAPHY.				VERNACULAR			ALTERNATIVE				
		English Prose.	English Poetry.	Essay and General Knowledge.	Oral Examination.	Translation, Vernacular into English.	English History.	Indian History.	Geography.	Total.	Text and Grammar.	Translation, Composition and petition reading.	Total.	Arithmetic.	Administration.			
															Law.	Land Revenue and Surveying.	Total	
	Maximum marks	50	50	50	50	25	225	50	50	50	150	25	25	50	50	50	50	100
	Distinction marks ... ..	...	...	...	...	...	150	...	...	...	100	...	...	34	34	...	...	67
	First Division ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Second Division ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Third Division and Pass ... ..	...	...	...	...	...	75	...	...	...	45	...	...	15	15	...	...	30
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MAYO COLLEGE, AJMER.																		
1	Maharaj Sawairaj Singh of Banswara ...	21	17	21	29	7	95	22	21	30	73	10	14	24	24	...	...	...
2	Kanwar Rup Narayan Dube of Indore ...	24	21	21	30	10	106	24	34	20	78	10	15	25	6	24	36	60
3	Bhanwar Shatrughai of Shahpura ...	15	15	11	21	9	71	12	23	21	56	6	11	17	10	22	33	55
4	Kanwar Gauraj Singh of Bharatpur ...	18	18	8	23	5	72	5	20	19	44	9	12	21	2	18	28	46
5	Thakur Kesri Singh of Khinwasar, Marwar ...	19	27	13	21	13	93	22	33	20	75	14	19	33	8	27	31	68
6	Sardar Madho Rao Phalke of Gwalior ...	12	17	13	14	10	66	14	14	31	59	10	13	23	21	19	34	53
7	Sardar Krishna Rao Mahadik of Gwalior ...	14	11	17	16	8	66	15	12	27	54	16	15	31	16	17	30	47
8	Sahibzada Afzaluddin Haidar ...	17	23	12	21	16	89	14	15	18	47	12	13	25	26	...	...	...
AITCHISON COLLEGE, LAHORE.																		
	Buta Singh of Naoshahra Nangal, Amritsar ...	15	21	14	17	14	81	14	19	23	56	11	12	23	32	18	33	51
	Ghulam Mehdi Khan of Darapur, Jhelum ...	24	17	16	28	13	98	16	19	23	58	8	14	22	22	18	26	44
	Khan Asmatullah Khan of Isa Khel, Mianwali ...	14	14	12	22	11	73	6	15	20	41	8	16	24	42	...	...	...
12	Sardar Hardit Singh of Khiva, Gujrat ...	16	19	11	28	10	84	9	8	5	22	7	10	17	28	...	...	...
13	Sardar Parmpal Singh of Rasulpur, Amritsar ...	19	23	21	29	10	102	10	8	22	40	4	7	11	16	...	...	...
14	Sardar Jagjit Singh Man of Mananwala, Shekhupura ...	20	16	12	18	12	78	17	16	10	43	10	16	26	27	19	28	47
15	Sayid Shaukat Ali of Kharkhada, Rohtak ...	11	8	7	16	8	50	6	13	13	32	12	13	25	23	12	16	28
16	Tika Dev Indar Singh of, Bashaht State, Simla Hills ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	Baba Jagjit Singh Bedi of Montgomery ...	20	21	18	16	15	90	20	24	21	65	13	11	24	32	...	...	...
18	Guru Sardul Singh of Kartarpur Jullundur ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	Sardar Rupindar Singh of Ghanauli, Ambala ...	18	23	11	24	8	84	14	14	19	47	10	15	25	39	...	...	...
20	Malik Rabnawaz Khan of Hadali, Shahpur ...	26	22	11	27	16	102	22	16	14	62	13	19	32	38	19	16	35
21	Sardar Lalal-ud-Din Khan of Rojhan, Dera Ghazi Khan ...	15	13	8	22	6	64	6	20	16	42	10	13	23	35	...	...	...
22	Raja Naurang Singh of Salanghri, Kangra ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RAJKUMAR COLLEGE, RAJKOT.																		
23	K. S. Pravinsinhji Vijaysinghji of Lathi ...	26	25	29	27	13	122	28	20	30	78	13	21	34	35	...	...	...
RAJKUMAR COLLEGE RAIPUR																		
24	Kumar Ram Saran Singh of Korea ...	36	38	34	31	14	153	32	38	42	112	15	17	32	35	...	...	...
25	Kumar Adit Pratap Singh of Uprora ...	36	31	33	18	12	130	33	35	38	106	15	19	34	44	...	...	...
26	Kumar Shanver Pratap Deo of Dhenkanal ...	31	31	23	16	12	113	28	23	37	83	18	20	38	34	...	...	...
27	Kumar Narayan Prasad Deo of Band ...	36	34	34	28	13	145	35	22	40	97	12	18	30	43	...	...	...

L.

Examination for 1922.

SUBJECTS.			OPTIONAL SUBJECTS.									VERNACULARS, ALTERNATIVE AND OPTIONAL SUBJECTS	REMARKS.			
Mathematics.			Science.			Classical Language.			Drawing.			P.—Persian. Sk.—Sanskrit. U.—Urdu. H.—Hindi. G.—Gujarati. M.—Marathi. T.—Telugu. Ua.—Uriya. Ad.—Administration Math.—Mathematics. Sc.—Science. D.—Drawing.				
Geometry.	Algebra.	Total.	Science paper.	Science practical.	Total.	Text and Grammar	Translation.	Total.	Drawing.	Geometrical Drawing.	Total.	Grand Total.				
50	50	100	50	25	75	50	25	75	50	25	75	650	[N. B.—Candidates placed in the Third Division are not entitled to distinction in a subject.]			
...	...	67	...	...	50	...	...	50	...	...	50	...				
...	...	...	...	...	...	...	...	...	...	...	...	435				
...	...	...	...	...	...	...	...	...	...	...	...	325				
...	...	30	...	...	23	...	...	23	...	...	23	217				
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
8	24	32	33	16	40	...	...	...	...	...	...	297	Sc, H., Math.	Passed.	Third.	.....
...	...	...	13	12	25	...	...	...	...	...	...	300	Sc, H, Ad.	Failed.	.....	.....
...	...	...	...	...	...	15	8	23	...	...	...	232	Sk., H, Ad.	Failed.	.....	.....
...	...	...	13	14	27	...	...	...	...	...	...	212	Sc., H., Ad.	Failed.	.....	.....
...	...	...	...	...	...	36	17	53	...	...	...	320	Sk, H., Ad.	Passed.	Third.	.....
...	...	...	16	4	20	...	...	...	...	...	...	242	Sc., M. Ad	Failed.	.....	.....
...	...	...	15	15	30	...	...	...	...	...	...	244	Sc., M, Ad	Failed.	.....	.....
19	26	45	...	...	...	24	18	42	...	...	...	274	P, U, Math.	Passed.	Third.	.....
...	...	...	21	12	33	...	...	...	...	...	...	276	Sc, U., Ad.	Passed.	Third.	.....
...	...	...	15	15	30	...	...	...	...	...	...	274	Sc. U, Ad.	Passed.	Third.	.....
22	39	61	10	10	20	...	...	...	...	...	...	261	Sc, U, Math.	Failed.	.....	.....
31	33	54	11	9	20	...	...	...	...	...	...	225	Sc., U., Math.	Failed.	.....	.....
18	16	34	17	10	27	...	...	...	...	...	...	229	Sc, U., Math.	Failed.	.....	.....
...	...	...	10	10	20	...	...	...	...	...	...	241	Sc, U., Ad.	Failed.	.....	.....
...	...	...	...	...	...	16	11	27	...	...	...	185	P., U., Ad.	Failed.	.....	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	Sk, H., Ad.	Did not appear.	.....	.....
27	36	63	...	...	...	27	16	43	...	...	...	317	P., U., Math.	Passed.	Third.	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	Sc., U., Ad.	Did not appear.	.....	.....
45	36	81	15	6	21	...	...	...	...	...	...	297	Sc., U., Math.	Passed.	Third.	.....
...	...	...	...	...	...	32	20	52	...	...	...	311	P., U., Ad.	Passed.	Third.	.....
23	34	57	...	...	...	...	...	...	25	13	38	259	D, U, Math.	Failed	.....	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	Sc, H, Ad.	Did not appear.	.....	.....
31	38	69	31	20	51	...	...	...	...	...	...	339	Sc., G., Math.	Passed.	Second.	Vernacular, Arithmetic, Mathematics and Science
39	48	87	27	13	40	...	...	...	...	...	...	459	Sc, H, Math.	Passed.	First.	English, History and Geography, Arithmetic and Math.
40	41	81	30	16	46	...	...	...	...	...	...	441	Sc, H., Math.	Passed.	First.	History and Geography, Vernacular Arithmetic & Math.
38	45	83	23	14	42	...	...	...	...	...	...	398	Sc., Ua, Math.	Passed.	Second.	Vernacular, Arithmetic and Mathematics.
39	49	88	37	20	57	...	...	...	...	...	...	460	Sc, Ua, Math.	Passed.	First.	Arithmetic, Mathematics and Science

ANNEXURE M.

Inspectors' Report on the Mayo College, Ajmer.

We inspected Mayo College, Ajmer, on March 27th, 28th and 29th 1922.

Buildings and Equipment and General.

The arrangements for the government of every body and everything on the very large College estate with many scattered buildings seemed to be working well, and under strict control—the difficulties in the way of discipline and close supervision of boys in scattered houses on an open estate are not easily overcome, but Ajmer appeared to be equal to its handicap.

Games.

All games and athletics are running well, and at the College sports which we saw there was keen competition and healthy rivalry, especially among the younger boys.

Although the out-door life of the College is healthy and 'going strong' we did notice signs of boredom or at any rate mild indifference amongst the boys at their early morning exercises. This may have been due to overtraining for the sports.

English.

The standard of attainment in all stages is high, but the written work is better than the oral in most classes. All the boys' exercises in composition, dictation and copy writing were very carefully marked and usefully corrected.

In two or three classes (III, V and VIII-A) this discrepancy was very noticeable. The knowledge of the readers and the written work were very good indeed, but the reading aloud and power of free oral expression not nearly so good. Grammar too, in one class at least, had not been taught intelligently. The boys had learnt grammatical definitions without understanding their relation to actual working and composition. English masters should attempt some direct teaching of pronunciation.

History.

This subject is well taught and the boys use good class book. History is a 'Library Subject' and no student gets near to an elementary appreciation of it, until he learns how to use books.

We feel that the senior boys do not make enough use of the excellent collection of books at their disposal.

Geography.

Here again good books are used in class and the teaching on the whole enlightened and efficient. The maps drawn by the boys are not only excellent in themselves, but are related to thinking about geographical problems. A little more descriptive human geography might be introduced with advantage.

In one or two classes the text-book had conquered, and the boys' knowledge was not real.

Drawing.

The boys had done a fair amount of work, some of which was excellent.

Occasionally they should draw from natural objects such as leaves, flowers, grasses, twigs, and sometimes sketch diagrams, to explain simple problems which need such aids. Free imaginative drawing too has a valuable as well as an amusing side.

Mathematics.

The standard in mathematics reached by the higher classes in this College is low compared with that of the other Chiefs' Colleges. Only a small percentage of the boys take Algebra and Geometry in the diploma and second classes and the Arithmetic is very weak. The average mark obtained in Arithmetic in the Diploma Examination by the boys from this College is only 14 out of a possible 50 compared with an average for the rest of the candidates of over 30.

The classes are numbered I to VIII B, Class I being the diploma class.

CLASS VIII.—Satisfactory.

CLASS VII.—The work is quite well done. Short division by factors was correctly done but only sums having no remainder had been dealt with. This is perhaps as well at this stage but the interesting discovery was made that this omission was not corrected in the later classes and in no class up to and including the third did we find a single boy who was able to do the simplest sum of this kind and give the correct remainder.

CLASS VI.—Remarks as for class VII. The work in these three classes is very neatly done but perhaps too much time is spent in ruling lines.

CLASS IV.—The idea of decimals was not clearly understood. Algebra and Geometry fair.

CLASS III.—Arithmetic weak.

A division sum by factorising the divisors no one did correctly.

A simple question in profit and loss was done by no one.

A question on rate per cent per annum—one boy did correctly.

Used automatically the long division method of finding H. C. F. without understanding the reason.

Algebra.—Weak in symbolical expression. Failure to answer one of the questions asked seemed to indicate that the idea of decimals was not clearly understood. This is of interest as nearly all, if not all, the boys from this College worked the question involving decimals in the Diploma Examination by converting the decimal into vulgar fraction, thereby adding considerably to their labours.

Geometry.—Fair.

CLASS II.—Arithmetic weak.

Algebra and Geometry are taken by one boy only. The rest take Law.

The teaching of Mathematics especially in the higher classes is in need of thorough overhauling.

Science —The depressing effect of strict attention to the syllabus and the prescribed text-book is very evident. Little attempt is made to further illustrate the principles involved by devising new experiments or by making use of the plentiful supply of apparatus in the laboratory.

The subject as taught is unreal and of little value. There are two small cabinets containing a collection of minerals but they all are specimens from Bavaria, Saxony and other places in Central Europe. There were none from Rajputana. The boys in the upper classes could tell me that carbonic acid gas was obtained by the action of acids on chalk and marble but did not know that the road metal used for making the College roads could be substituted for the latter. They measured the focal length of a lens and the refractive index of a piece of glass without realising the value of these determinations. They had done experiments on barometric pressure but had never seen the excellent pocket aneroid barometer which was among the apparatus in the laboratory and did not recognize it when

it was shown to them. There are 7 or 8 Leibig condensers in the laboratory but no member of the diploma class knew how to use them properly when asked to prepare a small quantity of distilled water. The condensers in every case were attached to the distilling flask by means of some 12 inches of rubber tubing and more than one member of the class did not know how to connect up to the condenser with the water-supply. I doubt if they ever had used the condensers before. They certainly had never used them in the proper way.

The most important part of the science training is not the learning of a number of interesting facts but a training in the critical observation of simple experiments, drawing all possible conclusions from these experiments and, if possible, devising others which will help to decide which conclusion is the correct one. I got no evidence of this at all. On the contrary, as a result of an examination of the practical note-books and of questions asked on the same I came to the conclusion that by the method apparently adopted the critical powers were anything but sharpened. For example all the diploma boys had carried out an experiment to determine the heat given out by a burner in a given time. The experiment consisted in placing a flask containing a weighed quantity of water on a wire gauze supported by a tripod and heated below by a burner, the increase in temperature being measured. The experiment was described in detail more or less in the same words in each book. The boys were given their books, asked to criticise this experiment, to point out sources of error and suggest improvements. No one made any attempt to do this though any one who had not been taught science on these lines but who had used his own experience would realize that a considerable amount of the heat from the burner does not go into the water and that the coolie cooking his food in the jungle attempts to prevent some of his loss of heat by building a screen round his fire.

Object-Lessons.

SEVENTH CLASS.—The following objects were studied. A pencil, a footrule, a saw, a slate, a pen-knife, pin, nail, etc.

A sketch of each object was made and a description written in the vernacular. As exercise in drawing and vernacular composition the lessons are useful, otherwise of little value.

Leaves of different trees have been drawn from nature and the chief characteristics written out in vertical columns.

SIXTH CLASS.—Description of leaves, roots, etc. written in the vernacular and illustrated by sketches.

These nature study lessons could be made much more interesting by a master qualified in Botany and Zoology.

ANNEXURE N.

Mayo College, Ajmer.
Curriculum for 1922-23.

Post-Diploma Class—3rd year.**English.****1. Text Books:—**

- (1) Selected Short Stories—World's Classics Series (Clarendon Press).
- (2) Scott:—Ivanhoe.
- (3) Shakespeare:—The Tempest—Othello.
- (4) Dickens: A Tale of Two Cities.
- (5) Selections from Palgrave's Golden Treasury.
- (6) The Prologue—Chaucer.

2. Essay and Grammar.**3. General knowledge, including a study of Economic questions.****History.**

1. Vincent Smith:—Oxford History of India.
2. Rapson:—Ancient India.
3. Lane Poole:—Medieval India.
4. Lyall:—Rise of the British Dominion in India.
5. Ramsay Muir:—Making of British India.
6. Anderson:—British Administration in India (Newest Edition).

**Administration and Subjects for the Lower Standard
 Examination, Ajmer-Merwara**

I.—ADMINISTRATION.

- (1) Notes on State Administration.
- (2) The Famine Code (Ajmer-Merwara).
- (3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

- (1) The Ajmer Land Revenue Regulation II of 1877.
- (2) The Irrigation Regulation and Rules.
- (3) The Land Acquisition Act.
- (4) The Ajmer Land Alienation Regulation III of 1914 with Rules.
- (5) Land Improvement Loans Act of 1883 with Rules.
- (6) Agriculturists Loans Act of 1884 with Rules.

III.—JUDICIAL.

- (1) The Indian Penal Code and Amended Acts with the Whipping Act.
- (2) The Code of Criminal Procedure.
- (3) The Code of Civil Procedure.
- (4) The Evidence Act.
- (5) The Ajmer Courts Regulation.
- (6) The Ajmer Laws Regulation.
- (7) The Ajmer Government Wards Regulation 1888 with Rules.
- (8) The Ajmer Taluqdars Loans Regulations 1911 with Rules.

IV.—MISCELLANEOUS.

- (1) Transliteration and translation into Urdu or English of easy manuscript documents in (a) Kayasthi and (b) Mahajani characters.
- (2) Translation of a simple piece of English into Hindi in these characters.
- (3) Conversation in the ordinary language of the District with an ordinary villager. Similar tests in Urdu, omitting the conversational portion.

Post-Diploma Class.—2nd year.

English.

1. Text Books:—

The same as for 3rd year.

2. Essay Writing and Grammar.

3. General knowledge.

History.

Ramsay Muir:—Making of British India.

Rapson:—Ancient India.

Anderson:—British Administration in India (Newest Edition).

Administration.

I.—ADMINISTRATION.

The same as for 3rd year. (In Parts).

II.—REVENUE.

A.—General Revenue Laws:—

(1) Land and Revenue Regulation II of 1877.

(2) Irrigation Regulation VIII of 1887.

(3) Agriculturists Loans Act XII of 1884.

(4) Land Improvement Loans Act XIX of 1883.

B.—General Revenue Rules:—

(1) Patwaris, Girdawars and Registrar Girdawars Rules.

(2) Rules for Survey and Boundary marks.

(3) Irrigation Rules.

(4) Rules for the maintenance of Village Maps.

(5) Rules for Assessment of Land Revenue on villages under the variable system.

(6) Taqavi Rules.

(7) Other Revenue Rules:—

Mutation Rules; Wasil-baki Nawis Rules; Appointment and dismissal of Lambardars; Duties of Lambardars and Patels; Duties of Tahsildars; Fees payable under Section 75 of the Land Revenue Regulation, &c.

III.—THEORETICAL SURVEYING.

IV.—PRACTICAL:—

(1) Revenue work in Camp.

(2) Surveying and Computation of Area.

V.—Hindi Reading and Writing.

VI.—Urdu Reading and Writing.

VII.—Arithmetic.

VIII.—Law:—

(1) The Indian Penal Code.

(2) The Civil Procedure Code (in Part).

(3) The Criminal Procedure Code (in Part).

(4) The Evidence Act (in Part).

Science or Economics.

SCIENCE:—

Lecture on "Home Hygiene" and Physics and Chemistry as applied to various common things in alternate years.

Economics—Mrs. Fawcett's Political Economy.

Post-Diploma Class.—1st year.

English.

1. Text Books:—The same as for 3rd year.
2. Essay Writing and Grammar.
3. General knowledge.

History.

Text Books:—The same as for 2nd year.

Administration.

I.—ADMINISTRATION.

- (1) Notes on State Accounts.
- (2) Famine Code (Revised Edition).

II.—REVENUE.

A.—General Revenue Laws.

- (1) Land and Revenue Regulation II of 1877.
- (2) Irrigation Regulation VIII of 1887.

B.—General Revenue Rules.

- (1) Patwari Rules.
- (2) Rules for Survey and Boundary marks.
- (3) Rules for Assessment of Land Revenue under the variable system.
- (4) Wasil-baki Nawis Rules.

III.—SURVEYING:—

Theoretical and Practical by Plane Table and computation of areas.

IV.—Hindi Reading and Writing.

V.—Urdu Reading and Writing.

VI.—Arithmetic.

VII.—Law:—

- The Civil Procedure Code (in Part).
The Indian Penal Code.

Science or Economics.

The same as for 2nd year.

First Class—Diploma Class.

Compulsory Subjects.

English.

1. Text Books:—

- (1) Prose:—R. L. Stevenson—Kidnapped.
- (2) Poetry:—Shakespeare—Twelfth Night.
- (3) Stanley Weyman—The House of the Wolf.
- (4) Tennyson:—The Coming and Passing of Arthur.

2. Essay and Grammar.

3. Translation.

4. General knowledge.

History and Geography.

HISTORY:—

- (a) *English*—No text book prescribed. English History to be taught with special reference to the development of constitutional liberty and the growth of the British Empire; to be treated on the broadest lines up to the end of the 18th century, after which important Imperial and Social questions should be examined in greater detail.

Junior Cambridge Historical Reader.

Leslie-Jones:—A View of English History.

- (b) *Indian*—No text book prescribed. Only the salient features of Indian History should be regarded up to the campaigns of Clive, after which the rise and effects of the British dominion should be carefully studied.

Vincent Smith:—Oxford University Students' History of India.

Joppen's Historical Atlas.

GEOGRAPHY:—

No text book prescribed. A general knowledge of the world and a more detailed knowledge of the British Empire and particularly of India.

Questions on Physical Geography may be set.

- (1) Morrison's Junior Geography of India, Burma and Ceylon.
- (2) The Atlas Geographies—British Empire.
- (3) The Atlas Geographies—British Isles.
- (4) The Atlas Geographies—Physical Geography.

Maps to be drawn—India and the British Colonies.

Mathematics.

Special Group Set I.—

ARITHMETIC:—Pendlebury and Tait Chapters 1-40.

(Corresponding with the Allahabad University Matriculation Standard).

Alternative Subjects.

Vernacular (one to be taken).

- (a) *URDU*:—(Allahabad University Course for 1923.) Guldastai Adab by P. Manohar Lal Zutshi.

Grammar—General.

Translation—English into Urdu.

Composition.

Petition Reading.

- (b) *HINDI*:—Prose—(Allahabad University Matriculation Course for 1923) Hindi Selection in Prose and Poetry (published by Ramdayal Aggarwal).

Tulsidas' Ramcharitamanas (abridged by Syam Sunder Das).

Grammar—By Chandra Mauli Shukul.

Translation—English into Hindi.

Composition—Letters.

Reading Petitions and documents in court script.

Science or Second Language (one to be taken).

SCIENCE:—Both Theoretical and Practical—Hill and Mackenzie's Physics and Chemistry for Indian Schools—Parts I-IV.

SANSKRIT:—(Allahabad University Matriculation Course for 1923) Selections from Hitopdesha, Purushapariksha and Mahabharata (Belvedere Press, Allahabad).

Grammar—Simple declensions and conjugations, and elementary rules of syntax and compounds.

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and *vice-versa*.

PERSIAN:—Persian Entrance Course (Punjab University).

Grammar—Miftah-ul-Qawaid (Anwar Ahmedi Press, Allahabad).

Translation—Persian into English and *vice-versa*.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION:—(1) Law—Whitworth's Law Lectures.

Lectures on Hindū and Muhammadan Law.

(2) Surveying—Theoretical and Practical by means of Lectures.

(3) Notes on:—(i) Patwari papers, (ii) Revenue Administration and (iii) Irrigation.

ADVANCED MATHEMATICS:—Special Group Set I:—

(1) Algebra—Baker and Bourne—Chapters 1-25 and 36-38.

(2) Geometry—Hall and Stevens—Parts I to V with easy deductions.

Theorems—1-18, 20-32, 34, 38-58, 60-64, 66 and 72.

Problems—1-19, 22, 23, 25-34.

(Corresponding with the Allahabad University Matriculation Standard).

Second Class.

Compulsory Subjects.

English

TEXT BOOKS:—ANTONY HOPE—Prisoner of Zenda (abridged).

The Indian Heroes.

Shakespeare—The Merchant of Venice.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY:—(a) English-Junior Cambridge Historical Reader.

(The Expansion of England under the Tudors; the Renaissance and the Reformation; the Stuart Period, and the Constitutional Struggle; the Civil War and Parliamentary rule; the Restoration; the Revolution of 1688; the Hanoverian period and the beginning of Cabinet Government; the Colonial Expansion of the 18th century and the War of American Independence; the Napoleonic War; and the period of reform which follows with the Industrial Revolution).

(b) Vincent Smith—Oxford Student's History of India.

The British Period, pp. 132 to end.

GEOGRAPHY:—World with special reference to British Empire and India.

(1) Morrison's Junior Geography of India.

(2) Macmillan's Geographical Exercise Books Nos. I and III.

(3) The Atlas Geographies—British Isles.

(4) The Atlas Geographies—Physical Geography.

Mathematics.

ARITHMETIC:—Special Group Set II.

Pendlebury and Tait—Chapters 1-40 ('Two years' Course).

Vernacular (one to be taken).

(a) URDU:—Guldasta-i-Adab.

Qawaid-i-Urdu Part II (Mission Press, Allahabad), 2nd half.

Majmuai Kagzat-i-Karrawai (Aijaz Muhammadi Press, Lucknow).

Translation and Composition.

(b) HINDI:—(Allahabad University Matriculation Course for 1924), Hindi Selections in prose and poetry, published by Ram Dayal Aggarwal, Ramacharitamanasa (abridged), by Syam Sunder Dass.

Grammar—by Chandra Mauli Shukul.

Translation—English into Hindi.

Drawing.

Buchanan's Art Drawing, Plates, 24-29.

Alternative Subjects.

Science or Second Language (one to be taken).

SCIENCE:—Both Theoretical and Practical.

Dr. Hill's Chemistry for Indian Schools, Part III.

SANSKRIT: (Allahabad University Matriculation Course for 1924). Selections from Hitopdesha, Purushpariksha and Mahabharata (Belvedere Press, Allahabad).

K.-P. Trivedi's Sanskrit Teacher.

Translation:—English into Sanskrit and *vice-versa*.

Upakramanika by Vidyasagar, edited by Bhattacharya (National Press).

PERSIAN:—Punjab University Entrance Course—pp. 103-202.

Grammar—Miftah-ul-Qawaid—2nd half.

Translation—English into Persian and *vice-versa*.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION:—LAW—Whitworth's Law Lectures.

General Notes on Land Revenue System.

ADVANCED MATHEMATICS:—Special Group Set II ('Two years' Course) as in Diploma Class.

Third Class.

Compulsory Subjects.

English.

TEXT BOOKS:—Ker and Cleaver's Heroes of Exploration and Discovery,

Arnold—Sohrab and Rustum.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition,

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY:—(a) English—Junior Cambridge Historical Reader.

(Early Britain; the Roman Occupation; the Norse Invasion; the Danish and Norman Conquest; Constitutional development under Henry I, Henry II, John deMontfort and Edward I, the Hundred Years' War; and the Wars of the Roses).

(b) Indian—Thompson's Junior History of India (to end of Moghul Empire).

GEOGRAPHY:—The world, with special reference to British Empire and India.

(1) The Atlas Geographies—British Empire.

(2) Macmillan's Geographical Exercise, Book No. III.

(3) The British Empire in Pictures.

Mathematics.

ARITHMETIC:—Upper Group Set III.

Pendlebury and Tait—Chapters 1-31.

ALGEBRA:—Baker and Bourne—Chapters 1-12.

GEOMETRY:—Hall and Stevens—Parts I and II, with easy deductions.

Theorems—1-18, 20-30; Problems—1-19.

Vernacular (one to be taken).

(a) **URDU:—**Guldasta-i-Adab.

Qawaid-i-Urdu, Part II—(Mission Press, Allahabad) 1st half.

Inshai Urdu Shikasta—1st half.

Translation and Composition.

(b) **HINDI:—**Prose—Selections in Prose and Poetry—Published by Ram Dayal Aggarwal (in part).

Tulsidas—Ram Charitamanasa (abridged by Syam Sunder Das)—Kishkindha, Sundara and Lanka Kandas.

Grammar by Chadra Manli Shukul.

Composition and Translation (English into Hindi).

Drawing.

Buchanan's Art Drawing, Plates 19-23.

Alternative Subjects

Science or Second Language (one to be taken).

SCIENCE:—Both Theoretical and Practical.

Hill and Mackenzie's Physics and Chemistry for Indian Schools, Part II.

SANSKRIT:—Bhattacharya's Sanskrit Reader, Parts II and III (Ram Narain Lal).

Grammar—As given in the Reader.

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and *vice-versa*.

PERSIAN:—Punjab Entrance Course—pp. 1-103.

Grammar—Miftah-ul-Qawaid—1st half.

Translation—English into Persian and *vice-versa*.

Fourth Class.

Compulsory Subjects.

English.

TEXT BOOKS:—Prose—High Roads to History, Books III and IV.

Tanglewood Tales—Hawthorne.

Poetry—English Poetry (2nd Series Ballads) by J. Nelson Fraser.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition.

Translation and Retranslation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular).

GEOGRAPHY :—No book prescribed—Northern continents.

Mathematics.

ARITHMETIC :—Upper Group Set IV.

Hall, Stevens and Simm's Arithmetic for Indian Schools—Chapters 7, 12, 13, 14 and 16, together with revision of work done in lower sets.

ALGEBRA :—Baker and Bourne—Chapters 1-6.

GEOMETRY :—Hall and Steven's—Part I—Theorems 1-16. Problems 1-13, with easy deductions.

Vernacular (one to be taken).

(a) **URDU** :—Guldasta-i-Adab.

Qawaid-i-Urdu, Part I (Mission Press, Allahabad), 2nd half.
Composition.

(b) **HINDI** :—Hindi Final Reader (Indian Press, Allahabad).

Balvyakaran, Part II, by Narayan Prasad.
Composition.

Drawing.

Buchanan's Art Drawing, Plates 13-18.

Model Drawing of cubes, rectangles, cylinders, &c., combined and shading with colour.

Alternative Subjects.

Science or Second Language (one to be taken).

SCIENCE :—Both Theoretical and Practical.

Hill and Mackenzie's Physics and Chemistry for Secondary Schools
Part I.

SANSKRIT :—Bhattacharya's Sanskrit Reader, Parts I and II.

Grammar as given in the Reader.

Translation—English into Sanskrit and *vice-versa*.

PERSIAN :—Gulzar Dabistan, pp. 1-16 and 24-39.

Grammar—Miftah-ul-Qawaid, pp. 1-20.

Fifth Class.

English.

TEXT BOOKS :—De Witt—The Wanderings of Ulysses.

Horatius.

Composition—Wren's Progressive Composition.

Grammar.

Translation and Retranslation.

Reading, Recitation and Composition.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular).

GEOGRAPHY :—No book prescribed—Southern Continents.

Science.—Oral Instruction (Object Lessons).

1. Stages of germination of seeds.
 2. Light, air and water are necessary for the growth of plants.
 3. Effect of manure and salt on plants.
 4. Effect of heat on solids.
 5. Effect of heat on water. Evaporation, Steam, Condensation, Rain, Distillation.
 6. Effect of heat on air. Movement of hot air, Ventilation.
 7. Hot air holds more moisture than cold air.
 8. The earth gets hot more quickly than water. Winds, Monsoon.
 9. The earth gets cool more quickly than water. Sea breezes.
- Observation and record of clouds, rain, direction of wind and temperature.
- MINERAL PRODUCTS:**—Metals: Iron, Copper, Tin, Lead, Zinc.
- NON-METALS:**—Sand, Marble, chalk and lime, coal, charcoal, sulphur.
- Life History of Frog.

Mathematics.

Middle Group Set V.

ARITHMETIC:—Hall, Stevens and Simm's—Chapters 3, 6, 9, 10 and 11, revision of work done in lower Sets.

ALGEBRA:—Baker and Bourne—Chapters 1-3.

GEOMETRY:—Hall and Stevens—Part I. Practical. Problems 1-5.

Vernacular (one to be taken).

(a) **URDU:**—Kamak-i-Urdu—2nd half.
Qawaid-i-Urdu, Part I—(Mission Press, Allahabad) 1st half.
Composition.

(b) **HINDI:**—Hindi Praveshika (Indian Press, Allahabad).
Balyakarnam Part I by Narayan Prasad.

COMPOSITION.

Drawing.

Buchanan's Art Drawing of cubes, rectangles, cylinders, &c. Shading with pencil.

Sixth Class.

English.—**TEXT BOOKS:**—New English Course for Indian Schools—4th Reader.
Nelson's Indian Reader Book 3 (to be supplemented).
Children far away (Human Geographies, George Philip and Son).
Lyrical poetry.
Copy writing.

Geography.—No book prescribed—1. World in outline.
2. India in outline (*vide* scheme).

Science.—Oral Instruction—(Object Lessons).

Plants and the classification of their parts:—Roots, stems, leaves, flowers, fruits, seeds, and their functions.

Roots used as food:—Turnip, carrot, etc.
Stems " " Sugar-cane, ganth gobi.
Leaves " " Cabbage, sag, podina.
Flowers " " Cauliflower, kachnal.
Fruits " " Orange, lemon, banana.
Seeds " " Barley, pea, gram.

TREES—Identification of some of the common trees of the neighbourhood by their leaves, barks, and general features.

Shisham, Nim, Pipal, Bargad, Babul, Molsari, Nim-chameli.

GRAINS AND PULSES—Wheat, Barley, Millet, Maizo, Urd, Moong, Chana Mata.

OBSERVATION LESSONS ON THE FOLLOWING:—

Cotton, Tobacco, Honey, Oil, Sugar, Milk, Wool, Leather, Butter, Ghee.

Arithmetic.—Middle Group Set VI:—

Hall, Steven and Simm's Arithmetic—Chapters 2, 4, 5 and 8 H.C.F. and L.C.M. by factors or otherwise. Decimal Fractions and Elementary Vulgar Fractions, and revision of work done in lower Sets, measures of weight, length and capacity, English, Indian and Metric measures of time, Multiplication Tables up to 20×20 , $20 \times \frac{3}{4}$, $20 \times 1\frac{1}{4}$, $20 \times 1\frac{1}{2}$.

Practical Geometry—Use of Mathematical Instruments - straight lines and angles at a point and their bisection.

Vernacular (one to be taken.)

(a) URDU:—Kamak-i-Urdu—1st half.

Grammar—Aziz-ul-Mubtadi. Part I.

Copy writing and Dictation.

(b) HINDI:—Lower Middle Hindi Reader—Selections.

Balvyakaran Part I, by Narayan Prasad.

Copy writing and Dictation.

Composition.

Drawing—Buchanan's Art Drawing Plates, 4-6, and Model Drawing, cubes, rectangles at various positions.

Seventh Class.

English.—TEXT BOOKS:—Longman's New English Course for Indian Schools—3rd Reader.

Young India Readers I & II (Oxford University Press).

Copy writing.

Geography.—No book prescribed—Outline Geography of Rajputana, Division of land and water (World Map).

Science.—Object Lessons (in vernacular). The same as for class VIII and following:—

Slate, Pencil, Chair, Umbrella, Knife, a pair of Scissors, Gum, Camphor, Chalk, Pin, Nail, Screw, Needle, Screw-driver, Saw, Chisel.

Arithmetic.—Lower Group Set VII.

Hall, Stevens and Simm's Arithmetic—Chapters, 1, 2 and 4.

The compound Rules—Indian and English money and weights (no fractions of pies, pennies, chhattaks or ounces). Prime numbers and Factors and H. O. F. and L. C. M. by Factors only and revision of work done in Lower Sets.

Vernacular (one to be taken).

(a) URDU:—Lower Primary Reader Part II.

Qawad-i-Urdu (Nawal Kishore Press).

Grammar—Parts of Speech.

Copy writing and Dictation.

(b) HINDI:—Upper Primary General Reader (Indian Press).

Grammar, Copy writing and Dictation.

Drawing.—Buchanan's Art Drawing, Plates 1-3.

Model Drawing, cubes at various positions.

Eighth Class.

English.—TEXT BOOKS:—Macmillan's New English Reader—Primers I & II.
Copy writing.

Geography.—No book prescribed—Ordinary physical phenomena, Geographical terms (with special reference to Local Map). Plans of class room and compound. Model in sand of picture and plan in Phillip's Chart.

Geography of Ajmer.

Science.—Object Lessons (in vernacular). SIMPLE SHAPES—Straight and curved lines, round, pointed and blunt.

SIMPLE FORMS.—Cube, Cylinder, Cone, Sphere, Square, Rectangle, Triangle, Angle.

SPECIFIC PROPERTIES OF BODIES.—Hard or Soft, Elastic or Inelastic, Brittle or Tough, Transparent or Opaque, Dull or Bright, Thick or Thin Long or Short, Heavy or Light.

TASTE.—Sweet, Bitter, Sour, Salt, Flat.

VEGETABLES.—Carrot, Radish, Brinjal, Potato, Coriander, Methi, Palak, Loki, (Gourd), Bhindi (Lady's finger).

FRUITS.—Orange, Plantain, Guava, Mango, Pomegranate, Tamarind, Plum, Mulberry, Lemon.

ANIMALS.—Cow, Buffalo, Goat, Sheep, Cat, Dog, Ass, Horse, Camel, Elephant.

Arithmetic.—Lower Group Set VIII.

Notation and Numeration of Numbers of not more than 12 figures.
The Four Simple Rules. Multiplication Tables from 1-20
Revision of work done in Set IX.

Lower Group Set IX.

Notation and Numeration of Numbers of not more than 6 figures
(one lac or one hundred thousand), both English and Indian
Methods, Addition and Subtraction.

Vernacular (one to be taken).

(a) URDU:—A & B Sections—Urdu ka Naya Qaida (Indian Press, Allahabad).
Urdu Reader No. 1.
Lower Primary Reader, Part I.
Copy writing.

(b) HINDI:—A & B Sections—Hindi Primer (Indian Press).
Hindi Reader for Preparatory Class B (Nawal Kishore Press).
Hindi Reader for Class I (Nawal Kishore Press).
Copy writing.

Drawing.—Crayon and brush work, Exercises Nos. 1 and 2.
Freehand:—Straight and curved lines in various positions.

ANNEXURE O.*Detailed results of the Annual Examinations.***POST DIPLOMA CLASS—THIRD YEAR.**

Subjects.	English.	History.	Administration.	Total.	REMARKS.
Full Marks.	710	710	1420	2840	
Kanwar Shyam Narayan Dube of Indore...	Did not appear at	the exam	ination.		

POST DIPLOMA CLASS—SECOND YEAR

Subjects.	English.	History.	Administration.	Law.	Science or Political Economy.	Translation.	Religion.	Girdawar's Examination.	Total.	REMARKS.
Full Marks.	550	150	100	200	100	50	50	560	1760	
Shaikh Ahsan Muhammad of Shaikhupura Badaun, U. P.	246	111	63	129	77	34	44	368	1072	
Kanwar Raghuraj Singh of Alipura, C. I.	195	90	69	127	71	31	37	411	1031	
Kanwar Rajendra Singh of Kapurthala, Punjab	225	90	63	156	39	22	24	346	965	
Kanwar Lakshman Singh of Kathiwara, C. I.	154	80	34	94	25	32	39	317	775	Fails in English, Political Economy and Aggregate.

Prize Winners:—KANWAR RUGHURAJ SINGH Girdawar's Examination.

SHAIKH AHSAN MUHAMMAD Class Prize.

POST DIPLOMA CLASS—FIRST YEAR.

Subjects.	English.	History.	Law.	Administration.	Vernacular.	Translation.	Arithmetic.	Surveying	Science or Political Economy.	Religion.	Total.	REMARKS
Full Marks.	550	150	300	100	50	50	50	50	100	50	1100	
Sardar Trilochan Singh of Amritsar, Punjab	146	86	118	38	39	24	41	39	47	...	578	Fails in English and Aggregate.

DIPLOMA CLASS.

Subjects.	English.	History and Geography.	Vernacular.	Arithmetic.	Administration or Advanced Mathematics.	Science or Second Language.	Total.	REMARKS.
Full Marks.	225	150	50	50	100	75	650	
Thakur Kesri Singh of Khinwasar, Marwar.	93	75	33	8	58	53	320	Passed.
Kanwar Rup Narayan Dubo of Indore, C. I.	106	78	25	6	60	25	300	Failed.
Maharaj Sawairaj Singh of Banswara	...	95	73	24	24	32	297	Passed.
Shaikh Afzaluddin Haider of Badaun	...	89	47	25	26	45	274	Passed.
Sardar Krishna Rao Mahadik of Gwalior...	66	54	31	16	47	30	244	Failed.
Sardar Madho Rao Phalke of Gwalior	...	66	59	23	21	53	242	Failed.
Bhanwar Shatranjai of Shahpura.	...	71	56	17	10	55	232	Failed.
Kanwar Giriraj Singh of Bharatpur	...	72	44	21	2	46	212	Failed.

Prize Winner:—THAKUR KESRI SINGH Sanskrit.

SECOND CLASS.

Subjects.	English.	History and Geography.	Arithmetic.	Law Administration or advanced Mathematics	Science or Second Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	225	150	50	50	75	50	25	50	675	
Thakur Pratap Singh of Bijaipur, Mewar...	158	99	44	46	60	44	15	36	502	
Shrimant Dhairyashil Rao of Dhar, C. I. ...	128	73	30	28	33	19	19	23	353	
Kanwar Yashwant Rao Puar of Downs, J. B. C. I. ...	147	85	...	30	34	7	18	8	329	Fails in Arithmetic Vernacular, Religion & Aggregate.
Kanwar Brijbehari Singh of Kushalgarh ...	112	55	37	35	27	14	15	19	314	Fails in Vernacular and Aggregate.
Thakur Bharat Singh of Pipalda, Kotah ...	72	65	45	24	26	22	20	31	305	Fails in English and Aggregate.
Thakur Govind Singh of Raipur, Marwar...	77	56	12	30	33	25	9	31	273	Fails in Arithmetic and Aggregate
Thakur Rameshwar Singh of Bandanwara, Ajmer ...	89	43	22	19	26	19	16	23	257	Fails in History and Geography and Aggregate.
Thakur Bhairon Singh of Nizamnagar, Alwar ...	103	45	0	29	17	19	13	25	251	Fails in History and Geography Arithmetic Sanskrit, and Aggregate
Maharaj Mehtab Singh of Bamulia, Kotah.	78	39	5	25	29	30	15	18	239	Fails in History and Geography, Arithmetic and Aggregate.
Thakur Madho Singh of Sadara, Ajmer ...	$\frac{42}{120}$	41	25	Absent.	...	...	Absent	...	$\frac{108}{320}$	Fails in History and Geography and Aggregate.
Thakur Jiwan Singh of Pantoti, Ajmer ...	$\frac{48}{170}$	16	6	13	16	14	Ab.	14	$\frac{127}{695}$	Fails in English, History & Geography Arithmetic, Law, Vernacular, Religion & Aggregate.
Rao Raja Akhai Singh of Harsore, Marwar					Did not appear.					

Prize Winners:—THAKUR PRATAP SINGH OF BIJAIPUR

MEWAR ... Class Prize—Science, Advanced Mathematics, Hindi.

SRIMANT DHAIRYASHIL RAO ... Terms Work in Drawing,

THIRD CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Science or Second Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	225	150	100	75	50	25	50	675	
Bhanwar Lal Singh of Lunawada, Rewa- kantha	132	80	67	55	31	15	32	412	
Kanwar Mool Singh of Narsingarh, C. I. ...	101	85	13	33	30	19	35	319	Fails in Mathematics and Aggregate.
Kanwar Swarup Singh of Chinraoli, Alwar.	67	58	53	49	28	18	44	317	Fails in English and Aggregate.
Kanwar Ganesh Pal of Hadoti, Karauli ...	66	57	69	32	28	19	35	306	Fails in English and Aggregate.
Kanwar Shivnath Singh of Alwar	60	59	55	25	22	19	43	283	Fails in English and Aggregate.
Patait Gauri Shanker Shikherdeo of Gang- pur, Orissa	82	57	38	20	25	20	26	268	Fails in Science and Aggregate.
Kanwar Shambhu Singh of Baghera, Ajmer.	66	41	53	36	30	19	19	267	Fails in English, History and Geography and Aggregate.
Thakur Devi Singh of Bijwar, Alwar ...	43	48	33	8	12	16	32	192	Fails in English, History and Geography, Sanskrit and Aggregate.
Raja Pashupati Pratap Singh of Bansi, U.P.	...	...	...	...	...	...	...	...	Did not appear.

Prize Winner:—BHANWAR LAL SINGH Class Prize and Sanskrit,

FOURTH CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Science or Second Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	175	100	100	50	50	25	40	540	
Kanwar Narayan Singh of Kishengarh - ...	119	70	75	42	34	19	30	389	Fails in Aggregate. Fails in History and Geography and Aggregate.
Maharaj Gulab Singh of Kotra, Kotah ...	64	42	70	40	20	20	23	279	
Kanwar Balbir Singh of Bharatpur ...	74	38	58	27	24	19	22	263	
Kanwar Sher Singh of Balunda, Marwar.	96	31	40	22	25	16	21	251	
Kanwar Amar Singh of Bijwar, Alwar ...	...	...	...	...	Absent.	...	...	...
Bhanwar Natwar Singh of Lunawada, Rewakantha ... ..	...	...	...	...	Absent.	...	...	...

Price Winners:—KANWAR NARAYAN SINGH Class Prize—Geography and Science.

BHANWAR NATWAR SINGH Sanskrit—Terms Work.

FIFTH CLASS,

Subjects.	English.	History and Geography.	Mathematics.	Science.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	135	80	80	40	40	20	30	425	
Maharaj Virbhadra Singh of Dungarpur ...	99	57	72	27	30	14	25	324	
Kanwar Narayan Singh of Danta, Mahi- kantha	93	55	52	22	34	17	26	299	
His Highness Maharawal Lakshman Singh of Dungarpur	99	43	57	29	29	12	28	297	
Thakur Yubrajdat Singh of Oel, U. P. ...	89	56	58	28	24	16	15	286	
Kanwar Ramranbijai Prasad Singh of Dumraon, Orissa	89	48	59	27	26	10	16	275	
Thakur Nahar Singh of Awa, Marwar ...	84	45	48	19	21	15	19	251	
Kanwar Daleep Singh of Batera, Mewar ...	54	52	55	27	22	12	25	247	
Kanwar Prithvi Singh of Danta, Mahi- kantha	63	51	32	16	23	15	24	224	
Maharaj Devi Singh of Alsar, Bikaner ...	40	48	49	27	17	15	23	219	Fails in English.
Maharaj Balbir Singh of Khatoli, Kotah ...	79	38	29	9	15	5	8	183	Fails in Science, Drawing, Religion and Aggregate.
Kanwar Balwant Singh of Danta, Mahi- kantha	47	24	39	15	14	12	9	160	Fails in History and Geography, Religion and Aggregate.
Maharaj Ajit Singh of Jodhpur, Marwar ...	46	31	...	...	...	14	0	91 160	

Prize Winners:—MAHARAJ VIRBHADRA SINGH Class Prize—English.

KANWAR NARAYAN SINGH Terms Work Prize.

HIS HIGHNESS MAHARAWAL LAKSHMAN
SINGH Religion—English.

MAHARAJ AJIT SINGH English Terms Work.

SIXTH CLASS.

Subjects	English.	Geography.	Arithmetic and Geometrical Drawing	Object Lessons.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	150	40	70	40	40	20	25	385	
Rao Udit Narayan Singh of Khimsepur, U.P.	90	33	57	37	31	14	16	278	
Kanwar Ram Singh of Harsoli, Jaipur ...	94	33	54	27	30	7	22	267	
Kanwar Bijai Singh of Batera, Mewar ...	88	37	56	28	22	10	21	262	
Bhanwar Ram Singh of Partabgarh ...	91	24	62	28	23	8	19	258	
Kanwar Ramnath Singh of Alwar...	72	38	56	29	21	8	20	244	
Kanwar Manohar Singh of Bedla, Mewar.	78	35	52	30	20	13	14	242	
Sahibzadah Mir Fateh Ali Khan of Banganapalli, Madras	78	22	52	24	25	14	22	237	
Kanwar Narendra Singh of Wair, Bharatpur	77	29	48	27	25	15	16	237	
Kanwar Kishore Singh of Khilerian, Bikaner.	85	30	46	27	22	3	19	232	
Sahibzadah Mir Inayat Ali Khan of Banganapalli, Madras	78	21	49	30	19	14	19	230	
Kanwar Parbat Singh of Sakthali, Partabgarh	79	14	51	27	23	13	20	227	
Kanwar Man Singh of Banera, Mewar ...	77	23	49	25	13	13	11	211	
Kanwar Vankat Raman Ramannuj Prasad Singh of Thal, Kishungarh ..	73	22	42	26	16	16	10	205	
Bhanwar Virbhadra Singh of Lunawada, Rewakantha	85	16	43	21	20	10	10	205	
Khawas Govind Lal of Barja, Alwar ...	55	19	46	19	15	13	19	186	Fails in Aggregate.
Kanwar Sajjan Singh of Mansa, Mahikantha.	60	22	27	7	25	4	20	165	Fails in Object Lessons, Drawing and Aggregate.
Kanwar Deep Singh of Sarthal, Kotah ...	60	18	28	21	17	10	7	161	Fails in Religion and Aggregate.
Kanwar Raghvendra Singh of Bharatpur...	64	14	30	24	14	7	3	156	Fails in Religion and Aggregate.
Tika Anand Chand of Bilaspur, Punjab ...	69	7	5	17	10	5	5	118	Fails in Geography, Arithmetic, Vernacular, Drawing Religion and Aggregate
Kanwar Bijai Singh of Alsar, Bikaner ...	28	2	16	9	3	12	4	74	Fails in English, Geography Arithmetic, Object Lessons Vernacular, Religion and Aggregate.

Prize Winners:—KANWAR RAM SINGH HARSOLI ... Class prize.

BHANWAR RAM SINGH PARTABGARH ... Mathematics.

KANWAR RAMNATH SINGH ... Geography.

RAJA UDIT NARAYAN SINGH ... Examination.

SEVENTH CLASS.

Subjects.	English.	Geography.	Arithmetic.	Object Lessons.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	100	30	40	20	30	20	20	260	
Kanwar Harnath Singh of Daspan, Marwar.	62	26	32	18	19	18	17	192	
Kanwar Raghuraj Singh of Koeln, Kotah...	64	20	36	14	24	8	19	185	
Kanwar Raghunath Singh of Harsoli, Jaipur.	59	24	26	19	22	17	17	184	
Thakur Jagat Singh of Pusod,, Kotah ...	50	20	37	14	19	15	18	173	
Thakur Umed Singh of Nimaj, Marwar ...	59	18	27	13	21	17	17	172	
Kanwar Bijai Singh of Jhalamand, Marwar.	70	22	16	16	17	12	16	169	
Maharaj Sumer Singh of Indergarh, Kotah.	61	10	25	12	23	4	14	149	Fails in Drawing.
Rao Hamir Singh of Pol, Mahikantha ...	53	19	12	15	21	7	14	141	Fails in Arithmetic,
Kanwar Sawai Singh of Danta, Mahikantha.	61	16	12	8	20	10	12	139	Fails in Arithmetic.
Kanwar Bhanwar Singh of Bharatpur ...	39	19	12	12	20	16	13	131	Fails in Arithmetic.
Kanwar Magan Singh of Bogera, Bikaner.	46	17	12	13	16	10	9	123	Fails in Arithmetic and Aggregate.
Bhanwar Pratap Singh of Rupaheli, Mewar.	28	13	15	12	18	13	16	115	Fails in English and Aggregate.
Kanwar Sajjan Singh of Junia, Ajmer ...	25	15	14	16	21	10	7	108	Fails in English and Aggregate.
Thakur Narayan Singh of Bijwar, Alwar ...	30	12	7	14	7	9	4	83	Fails in English, Arithmetic, Hindi, Religion and Aggregate.
Maharaj Kumar Rajendra Narayan Deo of Patna ... ..	...	...	...	...	...	...	...	...	Did not appear.

Prize Winners:—KANWAR RAGHUNATH SINGH Class Prize.

KANWAR HARNATH SINGH Examination Prize.

KANWAR RAGHURAJ SINGH Arithmetic.

EIGHTH CLASS—A SECTION.

Subjects.	English.	Geography.	Arithmetic.	Object Lessons.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	100	30	40	20	30	20	20	260	
Kanwar Randhir Singh of Kolia, Kotah ...	67	12	28	13	22	13	11	166	
Maharaj Shankar Singh of Banswara ...	66	21	17	14	21	13	12	164	
Thakur Madho Singh of Langarwas, Alwar.	39	7	21	13	25	15	15	138	Fails in Geography.
Rao Raja Girdharisaran Singh of Bharatpur.	61	10	7	15	19	11	12	138	Fails in Arithmetic.
Kanwar Amar Singh of Junia, Ajmer ...	42	18	15	17	20	13	11	136	

Prize Winners:—MAHARAJ SHANKAR SINGH Class Prize.

KANWAR RANDHIR SINGH Examination Prize.

EIGHTH CLASS—B SECTION.

Subjects.	English.	Geography.	Arithmetic.	Object Lessons.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	100	30	40	20	30	20	20	260	
Saiyad Saeed Bin Taimur of Muscat ...	48	22	40	9	22	7	20	168	
Kanwar Kesri Singh of Suveri, Mewar ...	39	19	38	7	22	10	12	147	
Rao Takht Singh of Jawas, Mewar ...	47	18	27	6	21	12	12	143	Fails in Object Lessons.
Thakur Dhara Singh of Rasulpur, Alwar...	23	20	30	16	18	12	16	135	Fails in English.
Kanwar Sheodan Singh of Kherwa, Marwar	29	12	36	5	22	12	11	127	Fails in English, Object Lessons and Aggregate.
Thakur Amar Singh of Kachnaoda, Kotah.	24	17	17	13	18	8	6	103	Fails in English, Religion and Aggregate
Kanwar Udai Singh of Manana, Marwar...				Absent.					

ANNEXURE P.

MAYO COLLEGE, AJMER.
Afternoon Games, 1921-22.

Day.	Divisions.	Games.	Master in charge.
Monday.	1 2 3 & 4	Hockey. Do. Tennis and Nets.	Mr. F. A. Leslie-Jones. Monitor (Kanwar S. N. Dube). P. Chandra Dhar, Tennis. Mr. Gaffar Saiyed and Mr. Kichlu. (Nets).
Tuesday.	1 & 2 3 4	Tennis and Nets. Hockey. Do. Squash Racquets.	Mr. Gopi Nath Mr. Gaffar Saiyed and } Mr. F. A. Leslie-Jones. Mr. Kichlu (Nets) } P. Shyam Sunder. K. Raghuraj Singh. Mr. Mankerji.
Wednesday.	1 2 3 4	Cricket. Do. Do. Do.	P. Chandra Dhar. Mr. J. M. Ashcroft and Mr. Joshi. Monitor H. H. M. Umaid Singh. Mr. F. A. Leslie-Jones.
Thursday.	1 2 3 & 4	Hockey. Do. Tennis and Nets.	Mr. J. M. Ashcroft. P. Shyam Sunder. Messrs Gaffar Saiyed and Kichlu (Nets). L. Harcharan Das and Bhai Uttam Singh Tennis.
Friday.	1 & 2 3 & 4	Tennis and Nets. Hockey. Squash Racquets.	M. Gopi Nath (Tennis). Mr. Gaffar Saiyed (Nets) Mr. F. A. Leslie-Jones. Mr. J. M. Ashcroft and Joshi. Mr. A. Wahid.
Saturday.	1 2 3 4	Cricket. Do. Do. Do.	L. Harcharan Dass. Mr. A. Wahid. L. Bhagwat Saran. M. Debi Prasad.

Masters in charge of Voluntary Games on Sundays and whole holidays:—

Squash Racquets.—Mr. Debi Dayal (Poonch Tutor).

Hockey.—B. Har Prasad.

Cricket.—L. Kan Mal.

Tennis.—Mr. Nanavati.

Badminton or Rounders.—Mr. Ratan Shah.

